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ABSTRACT

Based on the belief that the most appropriate focus of a language arts curriculum is the process and content of communication, these several unipacs (instructional packets) explore some essential elements of communication which should be incorporated into a curricular theory: (1) abstraction , which is the assertion that words may be classified as relatively abstract or concrete; (2) statements in context--reports, inferences, and judgments; (3) symbols (words) and referents; (4) denotative and connotative meaning; (5) the appropriateness of communication, which can affect the effectiveness of a message; (6) language change as a result of time, geography, and culture; (7) dialects, which show variation in pronunciation, vocabulary, and syntax; and (8) form and media--form being the physical and literary framework in which a message appears and media representing the carrier of a message from sender to receiver. Activities and situations are presented in each instructional packet to help conceptualize the various communicative elements. (HOD)

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Title III
Language Arts
M/I/R/I Project

Madison Public Schools

Unipacs:

Language Arts Curricular Theory
Abstraction
Statement on Context
Language Change

Instructional Packets:

Symbol Referent
Denotation and Connotation
Appropriateness
Dialect
Occasion
Form and Media

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Title III
Language Arts
M/I/R/I Project

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UNIPAC

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LANGUAGE ARTS

CURRICULAR THEORY

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CS 200 669

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"People don't get along because they fear each other. They fear each other because they don't understand each other. They don't understand each other because they can't communicate."

Martin Luther King

Conceptualized Statement:

The most appropriate focus of a language arts curriculum is the process and content of communication.

Sub-Concepts:

Communication is the behavior used when reading, writing, speaking, listening, viewing, and designing effectively.

Communication can be represented by a model of interrelationships among a sender, message, and receiver.

A communication curriculum must be concept-centered.

Communication concepts must be drawn from all of the disciplines that study the communication process.

Communication behavior is best learned by communicating under controlled feedback conditions.

BEHAVIORAL OBJECTIVES

1. Given the phrase "effective communication", teachers should be able to construct a model to account for sender, message, receiver, intent, impact, feedback, and define the phrase as "impact equals intent."

2. Given the terms linguistics, rhetoric, semantics, logic, and aesthetics, teachers should be able to make distinctions among the disciplines denoted by the terms by properly citing such characteristics as rules, strategies, meaning, reasoning, and artistic expression.

3. Given a conceptualized statement concerning communication, teachers should be able to fit it to a language discipline by properly citing its connection with grammatical rules, strategies, meaning, reasoning, or artistic expression.

4. Given three conceptual referents, teachers should be able to properly rank them according to power by citing the degrees of usefulness, significance, frequency of encounter, and suitability for students for each conceptual referent.

5. Given a particular sender, message, and receiver, teachers should be able to justify the presence of rhetorical concepts in the given communication situation by describing the rhetorical elements present in the situation.

6. Given active participation in a series of communication situations, teachers should be able to contrast the differences apparent in those situations in terms of the reality of the situations and the opportunity for feedback from the intended audience.

7. Given the phrase "process verses product-oriented," teachers should be able to relate it to a curricular theory by determining the basic focus of that theory.

OVERVIEW

Traditionally, the language arts have been categorized for curricular purposes in various ways. Reading, writing, speaking, listening is a common classification; literature, composition, language is another. Most generally, the curricular categories have centered around, or grown out of, the study of literature.

The curricular theory described here begins with certain fundamental assumptions (listed on Page 1) which suggest as validly will not go into the curriculum as what will. Anything not directly and powerfully related to communicative effectiveness is necessarily excluded from the curriculum; included is everything that is directly and powerfully related. To be able to lexically define "noun" seems to have little communicative consequence and is thus excluded. To be able to produce and consume alternate nominal forms does seem consequential and is thus included.

The base categories of this curricular theory are different from the traditional both in definition and in integration. From all language disciplines that study communication are drawn concepts which are integrated on the basis of relationships existing between concepts both within disciplines and among disciplines. These concepts are then applied to a wide range of communication situations involving the skills of speaking, writing, designing, listening, reading, and viewing.

The basic skills are encountered by the student within the context of communication in only those situations frequently found in life outside of school. In addition, the skills are treated at cognitive levels above memory and at affective levels tending toward willingness, satisfaction, and commitment. This is all much like actually skiing a slope as opposed to simply hearing about skiing the slope.

The remainder of this unipac will attempt to get you involved with the essential elements of this curricular theory. You will encounter a "communication model," the language disciplines, concepts, and "hands-on" learning activities.

A COMMUNICATION MODEL

Assumption: The most appropriate focus for a language arts curriculum is the process and content of communication, which can be represented by the model below.

In order for communication to occur, there must be a sender with a message intended to make a particular impact on a receiver who supplies feedback for the sender. For example, the owner of a supermarket runs an ad in the newspaper intended to entice readers into his store. If the ad has the intended impact, more shoppers will show up than otherwise would, which gives the owner some feedback. Effective communication occurs when the impact matches the intent.

Senders are most simply categorized as speakers, writers, or designers; receivers as listeners, readers, viewers; messages as speech, writing, design.

Many variables, of course, may impede effective communication, ranging from "noise" in the message channel (static on the radio; faded print on the paper; airhammer outside the conference room window) to ineffective role playing by senders and receivers (inaccurate audience analysis; tuning out) to faulty message construction (unsupported assertions; inappropriate usage choices). Likewise, strategic handling of variables can facilitate effective communication. And that's what learning to communicate is all about: discovering the variables and effectively manipulating them.

Activity #1

Let's get some feedback about how effectively you have received the message called "A Communication Model." Please answer the following questions.

1. Without looking back for help, construct a diagram which represents the essential elements of communication.

2. Briefly describe what constitutes "effective communication" and illustrate it with a hypothetical example.

3. Why would it seem necessary for teachers in all areas to be aware of and apply the essentials of communication?

4. Nothing in this unipac thus far has explicitly supported the assumption that communication is the most appropriate focus for a language arts curriculum. What support can you offer?

Feedback #1

Now it's your turn to get some feedback, i.e. possible answers to the questions in Activity #1.

1. See the diagram on Page 5.

2. Effective communication occurs when the impact of the message on the receiver matches the sender's intent. The "supermarket" example on Page 5 is a hypothetical illustration.

3. Above all else, teachers are communicators--sometimes sending, sometimes receiving. The lessons they teach are messages. Learning can be said to be the match-up of intent with impact. Perhaps most important of all is a teacher's need for attending to feedback offered by students.

4. Communication is perhaps the most pervasive of all human behaviors. Shall we assume kids will adequately learn to communicate without any help from schools? What that goes on in schools is not an attempt to communicate? What of any real significance goes on in life that is not an attempt to communicate?

Language Disciplines

Assumption: Communication concepts must be drawn from all of the disciplines that study the communication process.

Language arts curricula in secondary schools are usually designed to help students learn to read, write, speak, listen, view, and design effectively. Reading, writing, speaking, listening, viewing, and designing are skills, but implicit in these skills is a body of processes and content about language. For our purposes, we shall discuss these processes and this language content under five headings which we shall call language disciplines: linguistics, semantics, logic, rhetoric, and aesthetics.

Linguistics

The linguist observes and describes a language as it is actually used. He is not concerned with describing the nature, or the working, of certain forms of discourse in language--forms such as prose and poetry, public speaking, discussion, debate, etc. Rather, the linguist attempts to construct models to represent the systems he observes making the language usable by its native speakers.

Syntax, or grammar, is a major linguistic concern. It is the system of formal rules (laws; generalizations) which specify the permissible relationships among sounds and combinations of sounds in the language. A syntactical system does not deal with lexical meaning or truth. Thus, "All miggles squipple friggishly" is a grammatical utterance; but it is nonsensical semantically.

Linguists are also concerned with language change and dialects. That is, they observe and record the historical changes undergone by a language in terms of spelling, vocabulary, pronunciation, and syntax. Current variations of these same language features among the speakers of a language are the concerns of dialectology.

Semantics

Semantics is the study of meaning. Without pausing here to try to define the meaning of "meaning," it may be said that statements about meaning can give three kinds of information: (1) They can relate words to referents; (2) they can relate both words and referents to the speaker who is using the words to denote the referents; (3) they can relate the speaker, the words he is using, and the referents denoted by the words, to a listener. So semantics is concerned with relationships among the speaker, his language, the things about which he speaks, and the people to whom he speaks.

Logic

Linguistics and semantics are at work in all forms of discourse, excepting, perhaps, some poetry which may generate its own grammar. Logic is somewhat different. Logic applies to forms of discourse which purport to support claims or assertions by some evidence or reasoning. When a speaker asserts that Policy X is unconstitutional, or that Candidate Y advocates infanticide, listeners are entitled to ask for evidence, and to apply rules of logic to determine whether the assertions follow validly from the evidence. However, logical analysis applied to, say, sonnets or football cheers--utterances by which speakers normally do not intend to assert any verifiable claims about the world--is misplaced.

Rhetoric

The writer or speaker who has learned to use language grammatically, sensibly, and validly has learned a great deal--but not enough. Not enough, anyway, to guarantee effective expression. The study of effective expression is rhetoric. Its position with respect to linguistics, semantics, and logic--all of which have rhetorical implications--is perhaps best explained by the following analogy:

> Language is a little like a game. The rules of the game are the rules of grammar, semantics, mechanics, and logic: following them prevents fouls, penalties, disqualifications, and the like. The rules of the game--that is, the rules of how to play the game--must, however, be sharply distinguished from the rules of strategy--that is, the rules of how to win the game. Following them makes winning the game more likely.
>
> Hudson and Kirchner, Expository Writing

Aesthetics

Aesthetics encompasses man's affective relationship with his world. In terms of language arts curricula, aesthetics would deal with the concepts of rhetorical effectiveness primarly and uniquely applicable to the literary genre.

Activity #2

1. Briefly define each of the following terms so that the domain of each is clearly distinguished from the others.

   linguistics
   semantics
   logic
   rhetoric
   aesthetics

2. Identify the language discipline from which each of the following ideas is probably taken. Briefly defend your choices.

   a. the word is not the thing
   b. purpose (the intent of a sender)
   c. connotation (emotional associations of words)
   d. modification
   e. cultural language differences
   f. point of view

Feedback #2

1. Linguistics refers to the relationships between the sounds and combinations of sounds of a language. Phonology, syntax, and dialect are significant linguistic domains.

   Semantics refers to the meanings people attach to words and messages.

   Logic refers to valid forms of reasoning.

   Rhetoric refers to effective expression, the strategic use of language elements.

   Aestbetics refers to affective expression, the symbolic release of feelings.

2. a. semantics--words are symbols which represent things

   b. rhetoric--much of a sender's or receiver's effectiveness is determined by the appropriateness of his message to his purpose

   c. semantics--meaning, including connotative as well as denotative, is the domain of semantics

   d. linguistics--modification is a syntactical relationship

   e. linguistics--language variations of all kinds are observed by linguists

   f. rhetoric--all senders and receivers have a bias toward the subject (topic) talked about and effectiveness is in part determined by attending to these biases

Concepts

Assumption: A communication curriculum must be concept-centered.

A "concept" is ...

... a classification system.

... a suggested meaning which has been detached from the many situations giving rise to it.

... the mind's way of "thinking the many into one" or "finding unity in variety."

... a basic central idea, an understanding of which opens the door to an effective grasp of a range of experiences and/or field of knowledge.

Long and unresolved debates have occurred about what is and what is not a "concept." We do not need to begin another debate here. The definitive statements above are intended only to provide a general cognitive set for you about "concept," not distinguish for all time what a concept is.

In a sense, any verbal symbol is a concept in that it represents certain referents in the world of things. Rather than debating what a concept is, we will emphasize "power" of ideas and call whatever is "powerful" a concept for our curricular purposes.

Identifying Powerful Concepts

I. Characteristics of powerful concepts

A. The concept is <u>useful</u>
- to solve
- to explain
- to classify
- to predict
- to relate

B. The concept is <u>frequently encountered in life</u>
- in personal or social problems
- in scientific problems
- in communication problems

C. The concept relates to significant problems rather than inconsequential or amusing problems.

II. Criteria for selecting powerful concepts appropriate for instruction in public schools

A. The concept is suitable for the students to whom it is to be presented:
- comprehensible (meaningful level of abstraction)
- interesting

B. The concept is <u>not</u> likely to be mastered sufficiently in life outside of school.

Activity #3

Look at the three conceptual referents below, all of which have at some time been included in language arts curricula.

noun

inference

poem

Using only the previously outlined criteria for identifying "powerful" concepts, determine which one of the conceptual referents above deserves the most attention in school instruction. Defend your choice as completely as you can.

Feedback #3

The best sort of feedback here would probably be a sharing of ideas in a discussion situation. If someone is available, con them into discussing this issue with you. If not, one person's response is recorded below.

"Inference" would seem to be the most powerful of the three. Certainly it is useful. We solve a wide range of problems by predicting something about the unknown on the basis of the known. Inferences enable us to explain, classify, and relate things which we could not do without the capacity for making inferences. The extent to which we make valid inferences may be questionable. This would suggest that we do not sufficiently master "inference" outside of school--even though we do frequently encounter inferential situations outside of school.

Conceptualized Statements and Sub-Concepts

Rhetoric

Purpose is the intended impact which a sender wishes to accomplish with his receiver(s) in any given communication situation; purpose is the impact which the receiver(s) expect(s) to receive from a given message.

Every communication attempt (a sender trying for an impact; a receiver expecting an impact) has purpose.

Communication attempts are intended to inform, impress, entertain, convince, and/or move to action.

Communicative purposes may be stated (explicit) or unstated (implicit), overt (exposed) or covert (hidden).

The predictions, anticipations, fulfillments of a receiver in a communication situation are accomplished as he continually sets and resets his purpose.

Senders and receivers who are conscious of their communicative purposes have a greater probability of being effective communicators.

Sender-Image is the kind of person that a sender appears to be to his receiver(s) and the kind of person that the sender himself thinks he appears to be to his receiver(s).

Both senders and receivers should realize that receivers make judgments about senders' images and that these judgments affect communicative success.

Speakers are judged by their receivers not only on the basis of what is said and how it is said, but also on the basis of what is seen.

Writers are judged by receivers primarily on the basis of the message.

Age, sex, physical appearance, observable behavior, education, biases, interests, and status are factors commonly affecting a person's sender-image.

Senders who consciously assess their own images increase the probability of their communicative success.

Receiver-Image (Audience) is the kinds of persons the receiver(s) of a communicative attempt appear(s) to be to the sender.

Senders make judgments about their audiences, and these judgments affect communicative success.

Age, sex, education, biases, interests, status are factors commonly affecting an audience's receiver-image.

Degrees of communicative success are at least partially determined by the appropriateness of a sender's image, his subject, his purpose, and his point of view for his audience.

Senders who consciously analyze their audiences increase the probability of their communicative success.

Occasion is the context in which a message is delivered.

Time, place, atmosphere, and prevailing customs are the common ingredients of a communicative occasion.

The appropriateness of a subject, speaker-image, purpose, point of view, language, tone, medium, and form for an occasion strongly affects the effectiveness of a message.

Subject is the topic of a message.

The nature of the subject of a message varies relatively according to simple-complex, technical-nontechnical, concrete-abstract, acceptable-taboo, intellectual-emotional categorization.

Senders who narrow their subjects to the extent that the subject can be completely treated in the given communication situation will increase the probability of communicative success.

The appropriateness of a subject for the audience, speaker-image, purpose, and occasion strongly affects the effectiveness of a message.

Thesis is the main idea (the central point) of a whole message.

A thesis statement consists of both an NP and a VP; it says something about a subject.

The thesis statement outlines (sets the boundaries for) the content of the message.

An effective thesis will usually be modified (narrowed) in both the NP and VP)"The 1970 Master Plan for reorganizing the Madison Public Schools has received considerable attention from parents, professional educators, school board members, aldermen, and other city residents.")

The thesis statement is the most abstract of all statements made in an effective expository message.

Thesis statements most often appear as inferences or judgments.

A thesis may be explicitly stated in the message or implied.

The nature of the thesis will suggest what the sender needs to elaborate, explain, support, and/or prove in the message.

In argumentative exposition, the thesis will be the conclusion which follows from the premises and their verification.

Assertion is the main idea (central point) of a paragraph or other segment of a message.

An assertion more concretely explains, supports, proves, and/or elaborates one aspect of the thesis.

The sum of the assertions of a message equals the thesis of that message.

An assertion consists of both an NP + a VP; it says something about one aspect of the thesis.

The nature of an assertion will suggest what the sender needs to explain, support, prove, and/or elaborate in that segment of the message.

An assertion outlines (sets the boundaries for) the content of a segment of the message.

In argumentative exposition, the assertions will be the premises whose verification leads to a conclusion (the thesis).

Development is the support or evidence for an assertion in a message.

The developing sentences are the most concrete statements made in an effective expository message.

Development should consist of report language (verifiable statements).

Effective development will completely fill in but not go beyond the limits set by an assertion.

Development will usually consist of a combination of examples, reasons, anecdotes, statistics, etc.

In argumentative exposition the development will be the verification of the premises (assertions) which lead to the conclusion (thesis).

Development in a message is best evaluated in terms of unity, concreteness, exactness, and coherence.

The greater the unity, concreteness, exactness, and coherence of the development in a message, the greater will be the probability of effective communication.

Arrangement is the chronological, spatial, logical, psychological order in which the parts of a message are put.

The meaning of a message may lie as much in the structure as in the content of the message.

The more coherent and apparent the arrangement of the message parts, the greater will be the probability of effective communication.

Arrangement exists on four levels: whole message, paragraph, sentence, syntactical structure.

Transitional devices (however, therefore, thus, for example, etc.) are key signals to the arrangement of message parts.

Language is the system of verbal symbols (semantic and syntactical) which is used to represent objects, actions, qualities, and relationships.

Senders should choose the semantic symbols which they feel best denote the thing to be represented and connote the feelings desired about the thing.

Receivers must decode the denotations and connotations of the semantic symbols chosen by the sender.

Senders should choose the syntactic structures which, when the semantic symbols are arranged into them, produce the intended impact on the receivers.

Receivers must decode the syntactical relationships into which the sender has arranged the semantic symbols.

The semantic and syntactical choices made by a sender should depend upon all other communicative elements.

Tone is the attitude of a sender toward himself, his subject, and his audience as reflected by his manner of verbal expression.

The different tones which a sender may employ can be classified in terms such as serious-light, hostile-friendly, personal-impersonal, sincere-insincere, enthusiastic-indifferent, sarcastic-complementary, ironic-matter-of-fact.

Writers create tone through their language choices; speakers use language plus non-verbal expressions.

The appropriateness of a tone for any given sender should depend upon all other communicative elements.

Form is the physical and literary framework (type of construction) in which a message appears.

Each of the following is a common form: letter, article, report, editorial, speech, exam, commercial, ad copy, essay, questionnaire, poem, novel, conversation, debate.

Senders should choose the forms for their messages primarily on the basis of the form's appropriateness for the audience, subject, purpose, speaker-image, occasion, and medium.

Media represents the carrier of a message from sender to receiver.

Each of the following is a common communication medium: newspaper, television, radio, public address system, magazine, book, tape, and telephone.

Subject, audience, purpose, occasion, and speaker-image have important implications for senders when choosing a medium for a message.

Point of View is the physical, logical, emotional position, the bias, and the objectivity assumed by the sender and receivers in a communication situation.

Personal experiences, cultural background, and purpose shape a sender's point of view.

A sender's point of view determines what he sees, and therefore what he says about what he sees, which, in turn, determine which details are significant and which are not.

A sender's point of view is conveyed by his selection of detail and his use of charged words.

A sender's point of view may be consciously reflected in his message.

An effective sender bases his point of view on orderly thought processes rather than on unqualified beliefs or prejudices.

Semantics

Symbol--Referent: Words are symbols.

Words have denotative meaning if they refer to something outside themselves.

Meaning is a convention, arbitrarily assigned by the users of the words.

Sometimes people act as if the relation of words to things were natural or necessary.

Abstraction: Words may be classified as relatively abstract or concrete.

A concrete word is one that denotes something tangible or that refers to a relatively small class of things.

An abstract word is one that denotes something intangible or that refers to a relatively large class of things.

The human ability to use abstract words sometimes causes communication problems; but is, nevertheless, highly important for classifying experiences.

Denotation-Connotation: Words have denotative and connotative meaning.

Words denote, or point to, referents, giving information about objects (referents) as opposed to subjects (speakers talking about the referents).

Words connote feelings, attitudes, and judgments, giving information about objects only as those objects are colored by the speaker's view of them.

Report-Inference-Judgment: Statements can be classified as reports, inferences and/or judgments.

A report is a verifiable statement; it may be true or false.

An inference is a statement about the unknown made on the basis of the known; it may be more or less probable.

A judgment is a statement of approval or disapproval; it may be reasonably or unreasonably asserted.

Linguistics

System: Language is an arbitrary system of symbols.

The users of a language determine its conventions by their usage.

Language has slots, meaningful positions for its components.

Language has order, a meaningful manner of arranging its components.

Language has intonation, signals of pitch, stress, and juncture.

Written language has a dual symbolic nature: writing represents speech which represents things.

Change: Language changes.

Language varies chronologically, geographically, and culturally.

Language has dialects, variations in pronunciation, vocabulary, and syntax.

Syntax: Language has a system of syntactical relationships.

Predication is the relationship between a noun phrase and a verb phrase.

Complementation is the relationship between a verb and its complement.

Coordination is the relationship between two equal grammatical structures.

Modification is the relationship between a limiter and the limited structure.

Alternative structures are available for expressing any thought.

Activity #4

Below is an excerpt from someone's message.

> "If I wear a beard and the girl I love stays in my room all night and I sleep with her, I'm a beatnik and in a state of moral decline. If I shave and go to a whore house, buy stocks on the South African exchange that net me a large profit, and sign up for the CIA when I graduate from college, my behavior is unquestioned and my integrity assumed."

Describe the communication situation in which this message probably was delivered. You should identify such elements as the sender and his image, receiver(s) and image, purpose, occasion, subject, point of view, and tone. Briefly defend each of your choices.

Feedback #4

Again, the best feedback would come out of group discussion. Below, however, is one person's response.

The sender is probably a male college student trying to inform older, "middle-class" persons about his reaction to what he sees as certain social restrictions on individual freedom. These statements were probably made several years ago because the word "beatnik" has disappeared from popular usage currently. There is a degree of formality to the statements ("moral decline," "unquestioned," "integrity assumed," complex structures of coordination and modification) which give the impression that the sender is not conversing but probably giving a public speech or writing an essay. He may be responding to another sender's criticism of the younger generation's behavior. His point of view seems to be a conscious bias against the social restrictions he sees. His tone is ironic (the contrast of behaviors) and somewhat sarcastic.

Teaching Strategy

"Few trends promise more for teaching than the distinction being drawn today between competence in language and performance in language. Competence is concerned with basic understandings, be they innate or acquired; performance, with the individual's actual use of language as social communication."

James R. Squire

"...abilities in reading, writing, listening, and speaking show a positive relation to one another. Listening and speaking appear to be the foundations of proficiency in other language abilities.... Instruction can be most effective when individuals or small groups with similar problems are helped to see how their own expression can be improved. Such instruction might take the form of leading the pupils themselves to identify elements which strengthen or weaken communication....

Walter Loban

"What a student needs most of all is to perceive how he is using language and how he might use it. What this requires is awareness, not information.... The goal is for the student to become capable of producing and receiving an increasingly broad range of kinds of discourse, compositional forms, points of view, ways of thinking, styles, vocabulary, and sentence structures.... The most effective and best motivated learning process for approaching this goal is trial and error, if the trials are roughly sequenced to provide a cumulative experience, and if, through full feedback, the errors are turned to maximum advantage."

James Moffett

The statements above seem to support what will be called here a "hands-on" teaching-learning strategy. "Hands-on" is meant to represent student opportunities to function actively in real communication situations of a wide variety. Rather than telling students about communication, put them into situations in which they will experience--with all of their senses--the use of language in those situations. The teacher can, by selection of the situation, control the types of communication experience, the point of emphasis in the experience, and what roles to be played by what individuals in the experience.

It is difficult to demonstrate "hands-on" activities through a written description. The idea seems important enough to try, however. What follows is a series of situations which will represent "hands-on," if you let yourself get involved.

Activity #5 (A)

You are the campaign manager for a mayoral condidate (a political independent) in a small (population: 5,000), rural, agriculturally-oriented community. Because of the limited funds, time, volunteer help, etc., you have just one opportunity to convince people to vote for your candidate.

What decisions would you make on the following? Be prepared to defend your choices.

1. What medium will you use? radio? television? newspaper? leaflet? public appearance? bumper sticker? ...

2. What "physical" form will you primarily use? writing? speech? pictures?...

3. What "literary" form will you use? commercial? ad? letter? essay? slogans? ...

4. What specific occasion (time, place, situation, etc.) will you choose to make the presentation?

5. Which two (2) of the following general types of information about your candidate (in addition to previous political experience and affiliations) would you choose to emphasize in your presentation?

   age
   sex
   physical appearance
   occupation
   family
   membership in community organizations
   personality
   education
   religion
   ethnic background
   length of residence in area
   hobbies

Activity #5 (B)

You are the campaign manager for a mayoral candidate (a political independent) in a large (population: 100,000), metropolitan, professionally-oriented community. Because of limited funds, time, volunteer help, etc., you have just one opportunity to convince people to vote for your candidate.

What decisions would you make on the following? Be prepared to defend your choices.

1. What medium will you use? radio? television? newspaper? leaflet? public appearance? bumper sticker? ...

2. What "physical" form will you primarily use? writing? speech? pictures? ...

3. What "literary" form will you use? commercial? ad? letter? essay? slogans? ...

4. What specific occasion (time, place, situation, etc.) will you choose to make the presentation?

5. Which two of the following general types of information about your candidate (in addition to previous political experience and affiliations) would you choose to emphasize in your presentation?

   age
   sex
   physical appearance
   occupation
   family
   membership in community organizations
   personality
   education
   religion
   ethnic background
   length of residence in area
   hobbies

Feedback #5

The best feedback would come from others who have done the activity, or from an audience to whom you presented your campaign presentation.

The key concept to consider in making your decisions should have been "audience," its size, its communicative distance, its general way of life, etc.

Activity #6

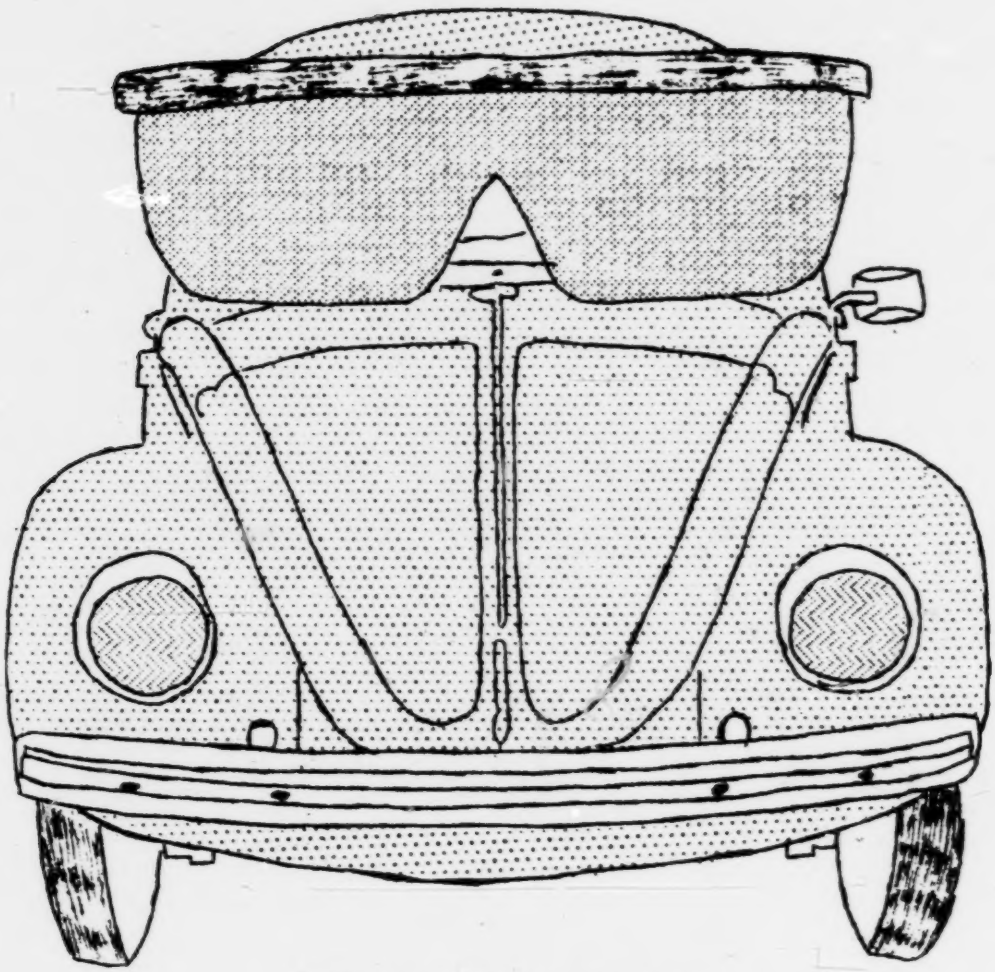
On the following page is a copy of a magazine ad. Its primary purpose is to move readers to action (to cause them to buy a VW or at least give them a positive mental set about VW).

Indicate your reaction to the ad on the scale below.

Positive 1 2 3 4 5 6 7 8 9 Negative

Show the ad to several people, asking them to indicate their reaction on a similar scale and to give some reasons for their reactions.

Compare your reaction with the composite reactions you get from others; speculate about what in the ad evoked the responses it did and how effective the ad therefore was.



OUR CAR THE MOVIE STAR

You are looking at the romantic lead of a big new Hollywood picture. Please, no autographs. The picture is Walt Disney Studio's "The Love Bug." And our VW appears (in all its real life splendor) as Herbie, the main character. Why would a big film studio want to make a movie star out of the bug? Why not? Signing one up for a lifetime costs only $1,799*. That's less than they have to pay other movie stars in a single day. Once signed up, the bug won't suddenly start making crazy demands. (A gallon of gas for every 27 miles or so is all.) No studio could ask for a less temperamental star. (It'll work in any weather.) Or one with fewer bad habits. (It doesn't even drink water.) Or one that ages so gracefully. And of course, there isn't a performer around that's better known to the public. Who else makes three million personal appearances on the road every day?

Feedback #6

The reactions of those you surveyed will serve as feedback for this activity.

Activity #7

Today there is a popular program on television called DRAGNET. The hero of the program, Sgt. Joe Friday, is a member of the Los Angeles Police Force. Typically, each program begins with a view of Los Angeles. The camera lazily spans across the city while Friday's voice speaks. He sounds something like this:

> This is the city. Four million people live and work here. Most of them are law abiding. A few are not. That's why I get paid. I catch them. I'm a cop.

Below is another version of Friday's introduction.

> You are looking at the City of Los Angeles, where four million people live and work. Although most of them are law-abiding, a few are not. I am employed as a police officer, which is to say that I am paid to catch those who disobey the law.

This activity is in two parts. First compare the two versions. Identify as many differences between them as you can discover. Explain how the differences result in different "tones." Second, rewrite the passage below in a manner more suitable to Sgt. Joe Friday.

> When I came into the room, I was surprised, for the revolver was resting on the bed. Nevertheless, my surprise did not prevent me from acting immediately. I picked up the telephone and, while I dialed head quarters, I searched for clues.

Feedback #7 Differences

The most striking difference in the two versions is probably sentence length. The longest sentence of the first passage contains only seven words. In the second version, however, the shortest sentence has ten words, the longest, 22. As a result of these differing sentence lengths, the first passage consists of seven sentences, whereas the second has only three. In addition, the structure of the sentences in the first version is simple--there are few clauses and phrases.

Another striking difference is in word choice. The vocabulary of the first segment is elementary, clear, to the point. There is no beating around the bush; the speaker says clearly and precisely what he intends to say. In the second version, however, the vocabulary is more "polite", which is to say that there is some circumlocution. The most clear-cut example of this is the contrast between the first speaker's reference to himself as a "cop" whereas the second considers himself a "police officer." Moreover, he "is employed" as a policemen. The second speaker uses many conjunctions--"Although," "where," etc.--which indicates a more complex manner of self-expression. Indeed, the fact that his sentences (especially the last) go on for a time tends to muffle their force. The sentences of the first version hit us on the head. The sentences of the second almost lull us to sleep.

As a result of these differences, the tone of the first is crisp and serious. The second, however, is pompous and almost secretive, as if the speaker is trying to make his job sound more professional.

Rewrite

One Possibility:

I came into the room. The revolver on the bed knocked me for a loop. But I acted fast. I called headquarters. Meanwhile I checked for clues.

Activity #8

Complete the following evaluation form.

How "real" (typical of the world outside school) was the communication situation presented in Activities 5, 6, and 7?

Activity #5

Very Real 1 2 3 4 5 6 7 8 9 Not Very Real

Activity #6

Very Real 1 2 3 4 5 6 7 8 9 Not Very Real

Activity #7

Very Real 1 2 3 4 5 6 7 8 9 Not Very Real

How adequate was the opportunity for feedback for the learner in Activities 5, 6, and 7?

Activity #5

Very Adequate 1 2 3 4 5 6 7 8 9 Not Very Adequate

Activity #6

Very Adequate 1 2 3 4 5 6 7 8 9 Not Very Adequate

Activity #7

Very Adequate 1 2 3 4 5 6 7 8 9 Not Very Adequate

How valuable would the learning experience probably be for a secondary student in Activities 5, 6, and 7?

Activity #5

Very Valuable 1 2 3 4 5 6 7 8 9 Not Very Valuable

Activity #6

Very Valuable 1 2 3 4 5 6 7 8 9 Not Very Valuable

Activity #7

Very Valuable 1 2 3 4 5 6 7 8 9 Not Very Valuable

Activity #9

Construct a "hands-on" activity dealing with one or more communication concepts.

Feedback #9

Your activity will qualify as "hands-on" if it:

- puts the learner in a communication situation typical of those encountered in non-school life.
- provides for meaningful feedback from someone in addition to the teacher.

Nearly the End

The curricular theory described in this unipac was once characterized as being "process" vs. "product" oriented. To what extent do you support or reject that characterization? Why or why not?

ED 082198

Title III
Language Arts
M/I/R/I Project

A
Unipac
On
Abstraction

Thomas L. Swenson, Project Coordinator
Alice Kaderlan, Project Writer
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CS 200 669

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The process of categorizing involves, if you will, an act of invention. This hodgepodge of objects is comprised in the category "chairs," that assortment of diverse numbers is all grouped together as "powers of two," these structures are "houses" but those others are "garages." What is unique about categories of this kind is that once they are mastered they can be used without further learning. We need not learn de novo that the stimulus configuration before us is another house. If we have learned the class "house" as a concept, new exemplars can readily be recognized. The category becomes a tool for further use. The learning and utilization of categories represents one of the most elementary and general forms of cognition by which man adjusts to his environment....

Jerome S. Bruner, Jacqueline J. Goodnow, and George A. Austin, A Study of Thinking (1956)

PRE-TEST

1. Classify the following words and phrases as <u>concrete</u> or <u>abstract</u>.

cigarette	peace
cooperation	blue Ford convertible
appreciation	inflammatory rhetoric
window	deceptive tactic

2. Arrange the following items in order from <u>most</u> to <u>least</u> abstract.

liberal plurbots in Wisconsin
plurbots
liberal elderly plurbots
Wisconsin's liberal elderly plurbots

3. Based on #1 and 2 above, construct <u>two</u> different definitions of the term "abstract."

4. Consider a fable:

> Professor P. Dantic wanted to make a contribution to science. He knew that inquiry begins with observation, so he began recording his observations carefully in notebooks. To minimize the human, subjective factor, he exercized no principle of selection. Everything he could observe--the time of high tide, stock market prices, levels of radiation in the atmosphere, the length of Raquel Welch's miniskirt, etc.--he put down, filling, over a period of forty years, thousands and thousands of notebooks. Finally he willed his notebooks to the Princeton Institute for Advanced Studies and retired to the country, basking in the comfort of a life well-spent.

How valuable would the Professor's gift be to the Institute? Why?

Pre-Test Feedback

The purpose of the pre-test is not to reveal your degree of knowledge, but to expose you to the concerns of this unipac.

Like too many other terms, "abstract" and "abstraction" have several varied meanings. In this unipac, "abstract" will be defined as a classification of a word which denotes something intangible (Pre-Test Question #1) and as a classification of a word which denotes a class of things, relatively larger or smaller than other classes (Question #2).

For our purposes, "abstraction" will be considered in a process sense. Unlike the professor in question #4, most of us have an impulse to classify experiences in order to make some sense out of our world. "Abstracting," or the process of abstraction, enables us to do this classifying. Without our abstracting ability, we would be only as valuable to others as the professor was to the Institute.

In this unipac, you will consider the communicative significance of "abstract" words and the process of "abstraction."

OVERVIEW

Most commonly, an abstract word is thought of as one that denotes an intangible referent--an idea, a quality, a relationship, etc. Thus, "justice," "beauty," and "equality" are examples of abstract words. They are to be distinguished from concrete words, words that denote tangible referents--"apple," "dog," "tree," etc.

Where a speaker's purpose is accurate communication of information, abstract language in this sense is problematic because its meaning is essentially private. When, for instance, a speaker says that he favors "a just peace" in Viet Nam, and a listener says that he agrees, they may actually agree on nothing. To the speaker, "a just peace" may mean a peace imposed and administered by the Viet Cong; to the listener, it may mean the opposite. There is nothing in the word "just" or "justice" to indicate which use of the word is correct.

The remedy for this variety of abstract language is for the speaker to describe the observable things or events which he thinks his abstractions refer to. If he wants to say "Ralph is dumb," let him add some description of things Ralph does or says which seem "dumb": "Ralph habitually buys shoes that don't fit," "Ralph went to the corner to mail a letter yesterday, and got lost on the way back," etc. The relevance of this remedy for the rhetorical concepts of assertion, development, and concreteness is obvious.

In addition to this traditional usage, "abstract" and "abstraction" have taken on another meaning. General Semanticists use "abstract" to mean "general." Thus, whereas many rhetoric handbooks would describe the word "tree" as concrete but general, S. I. Hayakawa and others would say "tree," by itself, denotes the class of all trees. To call any particular tree "tree," then, is merely to classify it, to say that it has certain characteristics in common with all other trees, regardless of its difference from them. To call a tree "an oak tree" is to get a little less abstract, since "oak tree" denotes a smaller class of referents. "Two-year-old oak tree" would be still less abstract, and so on. Since this narrowing-down of the class of referents could, theoretically, go on for ever, General Semanticists say that all words are, in some degree, abstract. (See Hayakawa, Language in Thought and Action, ch. 10.)

To get away from trees for a moment, consider this: you go to a party and are introduced to a stranger as an English teacher. The stranger responds, with a nervous chuckle, "Gee, I'd better watch my grammar." To him, apparently, the defining characteristic of English teachers--the attribute they all have in common--is a preoccupation with grammar. So he classifies you accordingly, without stopping to consider your unique characteristics. An if you think you would resent such classification, you probably understand how "lazy Negroes" and "dumb cops" and "absent-minded professors" feel.

As a remedy for this indiscriminate lumping together of (possibly) unlike things, General Semanticists recommend indexing, the addition of subscripts to abstract words to remind us that $Negro_1$ is not $Negro_2$ is not $Negro_3$, etc. To many readers, this typographical device seems queer. And its application in spoken language would be downright eccentric. Since the purpose of indexing is merely to call attention to differences--to remind us to keep similar but not identical things separate in the mind--it is suggested that composition teachers have their students work toward the same result by more familiar methods. Those methods are grammatical modification--the process of expanding a structure to qualify, select, change, describe or in some other way affect its meaning, and rhetorical development.

Senders use abstract words mostly as predicates in evaluative statements--"School is boring," "The party was fun," "The movie was stupid," "The game was exciting." It is natural that people should want to make such evaluations. Two problems, however, go along with this natural inclination.

First, the meaning of an abstract word, in the first sense noted above, is essentially private or personal. The word "fun," predicated of a party, does not tell what happened at the party, what sort of food was served, who attended, and so forth; it tells only that the speaker approved of whatever did happen. Where speaker and audience share important assumptions about life, abstract language of this sort may be understandable. A close friend of the speaker may know that a "fun" party is a party attended by the speaker's girlfriend, for instance. But such understanding is not merely incomplete; it is also an accident rather that a product of conscious effort to communicate. The speaker could do better.

Along with any evaluative predication, a speaker should include a description of the things or events that elicited the predication from him. "We had brats and beer, danced in the rec room until one o'clock, then swam for an hour in Schmidt's heated pool. It was fun."

Second, the speaker himself may have only a vague understanding of the abstract, evaluative predicates he uses if he uses them uncritically. H. W. Fowler puts it this way: "A writer uses abstract words because his thoughts are cloudy; the habit of using them clouds his thoughts still further; he may end by concealing his meaning not only from his readers but also from himself..." The less a person has observed of a movie, for instance, the more apt he is to fall back on vague remarks: it was exciting, it wasn't realistic, and so forth. Insofar as such remarks satisfy him as examinations of the movie and his response to it, they block close observation and rob him of the satisfaction of better insight.

But we are assuming that language should facilitate discovery and insight, not block it. A student, therefore, should be urged to expand his abstract evaluations into concrete descriptions--not merely to make more sense to an audience but also to come to know his own mind and the experience it works on.

No two squirrels are exactly alike, but we classify them all under the same name because (1) we could never remember proper names for scores of individual squirrels and (2) even if we could remember such a quantity of information most of us would not want to because the unique features of particular squirrels, their differences one from another, are not significant for us.

The reader may be saying to himself, "I can imagine situations in which differences between particular squirrels, or at least particular kinds of squirrels, could be highly significant." True, and there's the rub. Abstract language--that is, language that classifies--may emphasize similarities among things to the extent that it minimizes significant differences and serves up for us fixed notions of the significant. "I find French movies confusing," says the teenager as he by-passes "A Man and a Woman" and misses a picture he might have found both simple and moving. "General words may tend to fossilize our conception of the ever-changing, infinitely various world of things to make us conceive the world as being composed of static types, rather than of different things, some of which are similar enough to each other to be given the same name." (Hospers, An Introduction to Philosophical Analysis)

Fossilized conceptions gained from uncritical acceptance of the categories established by general language are one problem, but in practice, senders who accept categories pre-established by their language are often, also, the same senders who predicate evaluations uncritically. For example: A student is assigned to write on the general topic, "hippies." His raw thesis is something like "Hippies are bad." Does he know any hippies? No, but he has read about them and heard about them on television; they are messy, immoral, lazy people. This student's pal, also writing about hippies, has as his raw thesis "Hippies are good." He doesn't know any hippies either, but he has heard that hippies are compassionate, sincere people who try to live naturally, and this sounds good to him. Now, either raw thesis could be developed into a legitimate theme of evaluation, but too often a student will fail to see (1) that he has accepted, not formulated, a classification ("hippies") which may obscure significant differences among real people, and (2) he has accepted, not chosen consciously, another popular classification: that the class of hippies is a subclass of the more general class of "bad things."

If an English teacher is anxious not to promote fossilized conceptions and uncritical evaluations, if he wants his students' ideas to spring fresh from "the ever changing, infinitely various world of things," what should he do? All the usual maxims are relevant: he should require students to write about things they know about or at least can learn about, he should advise them to limit their subject stringently by stating a specific thesis about it, he should caution them about hasty generalization (one can, of course, qualify a generalization merely to decorate a prejudice with the trappings of logic: "some of my best friends are Negroes, but..."), and so forth. But he should also design instruction to get at the root idea that language classifies and the classifications established by language are conventional things, ordained by considerations of convenience, not by laws of nature.

Conceptualized Statement:

Abstract words denote intangible referents and classes of things; the process of abstraction is an essential human activity.

Sub-Concepts:

All words (except structure words) can be thought of as abstract because they classify referents.

Words, like maps, leave out details in their representation of a referent.

When a word leaves out many details about a referent, it places that referent in a large class of similar referents.

By using language to include details, rather than to omit them, a speaker places a referent in a smaller class; he moves down the ladder of abstraction, gets more concrete.

By abstraction, we reduce the complexity of our environment to a manageable level.

By abstraction, we identify the events and objects around us.

Abstraction provides direction for instrumental activity.

Abstraction reduces the necessity of constant learning.

In spite of its important uses, abstraction can cause problems in communication.

BEHAVIORAL OBJECTIVES

1. Given participation in a communication situation involving a job applicant, teachers should be able to list the sub-concepts of "abstraction" which affect that situation.

2. Given the concept of "ladder of abstraction," teachers should be able to design an instructional activity which gives practice in re-classifying the same referent.

3. Given the task of constructing two sets of directions (one effective, one not), teachers should be able to properly manipulate grammatical modification and rhetorical development to accomplish the task.

4. Given the argument that belief in abstract objects is ingrained in our language and thought, teachers should be able to draw upon their own experience to defend or reject the argument.

5. Given the opportunity to do so, teachers should be able to use unusual classifications of referents to enhance the effectiveness of a message.

6. Given directions to do so, teachers should be able to design a student activity which would promote formulating classifications to reveal significant differences between class members.

7. Given the assertion that "abstractitis" disrupts communication, teachers should be able to support the assertion with concrete evidence.

Activity #1

Design a fairly brief application form which could reasonably be used by a school system for teachers wishing to teach in that system.

Play the role of a teacher (other than yourself) by realistically responding to the items on the application form.

After you have completed the form, add an item labeled "Interviewer's Comments and Recommendations." Ask two other participants to (1) survey the application and (2) individually fill in the comments and recommendations section.

Locate the "Abstraction: Activity #1" file and follow the directions on one of the sheets therein.

Feedback #1

Discuss this activity with a workshop leader.

Activity #2

Construct two sets of directions for accomplishing the same task (of your choice). Deliberately make one set mediocre and one set effective.

Feedback #2

Locate the "Abstraction: Feedback #2" file and follow the directions therein.

Activity #3

Design an instructional activity which would introduce the idea of the "ladder of abstraction" and give students practice in re-classifying the same referent into smaller and smaller classes. (A useful source of help here might be Hayakawa, Language in Thought and Action, chapter 10.)

Feedback #3

Have a workshop leader react to your design.

Activity #4

"Belief in abstract objects ... is an elementary pitfall, but one which is very difficult to avoid: it seems to be ingrained into our way of thinking and hence into our language. We tend to think as if abstract nouns--particularly those which are connected with strong feelings on our part, like 'justice', 'love', 'truth', etc.--are the names of abstract or ideal objects: as if there were somewhere, in heaven if not on earth, things called 'justice', 'love', and 'truth'. Hence we come to believe that analysing concepts, instead of being what we have described it to be, is really a sort of treasure hunt in which we seek for a glimpse of these abstract objects. We find ourselves talking as if 'What is justice?' was a question like 'What is the capital of Japan?', instead of being a concealed demand for the analysis of the concept justice. Most of us ... do not feel tempted to say that there is an abstract thing called 'triangle' or 'symmetry' or'redness': but with moral concepts in particular we yield to the temptation only too easily. It is a good though rather stringent working rule, at least when we are beginning, to use abstract nouns as little as possible: to look at the uses of 'just', 'true', etc., and not look for 'justice' or 'truth'. The belief in abstract objects is part of a general temptation to regard words as things, rather than simply as conventional signs or symbols (which is what they are)."

John Wilson, Thinking with Concepts
(Cambridge: 1963), p. 40.

Drawing evidence from your own experience, briefly defend or reject Wilson's position.

Feedback #4

Here is one person's response:

> Anyone who has ever heard a politician can attest to the accuracy of Wilson's position. They (politicians) are forever making incantations to "democracy," "justice," and "what is right." Mr. Nixon's notion of a "just" peace in Viet Nam is a perfect example. Do you know what he means by a "just" peace? I certainly don't. I will go one step beyond Wilson and suggest that perhaps Nixon does have a specific conceptual referent in mind when he uses the word "just"; but that word is meaningless if we, his receivers, don't know what that referent is.
>
> Perhaps one of the more frightening examples of this technique (belief in abstract objects) was the tactics of Sen. Joe McCarthy in the '50's. The horror of his irresponsible labeling of "Communists" will remain for a long time. Yet, though he was quick to point out a "communist", it was difficult to determine what his referent for the word "communist" was. Was it the same as yours, or mine? At this point, that is anybody's guess.
>
> The present controversy over the abortion law repeal is another example of Wilson's technique at work. Many people dogmatically maintain that it is "immoral" to destroy what they believe is a human life (an unquickened fetus) but when pressed, they have a hard time explaining precisely what they mean by "immoral"; obviously my referent for the word "immoral" is different from theirs.

Activity #5

"U.S. Can't Escape Building SST:
It's Something We Do Well"

by
Russell Baker

A playwright was hired a few years ago to produce a movie script for an inarticulate young thing who looked as if she might be marketable on film as a sex goddess. At the first meeting he sensed that behind her pout lurked a mind with the voltage of a lima bean.

To cheer her, he promised to write a script that would make the world forget Shakespear. She replied, "I don't do long sentences." "What does she do?" the baffled playwright asked her agent. "She sulks," the agent explained.

The United States has a lot in common with that girl. Like her, it wants to do the thing it is good at. This is the real reason why the United States government and its enormous quasi-private industrial branch are determined to build a supersonic commercial jetliner at public expense.

What the United States does best is not sulking, but performing technological stunts. Some of these serve humanity, some are pointless and some make the human condition more difficult than it already is.

Stunting at Its Best

The squeezable plastic catsup container, for example, exemplifies technological stunting at its best. The orbiting of a satellite that enables a man to sit in Hackensack and watch a golf match being played in Hawaii, while inoffensive enough as a piece of technology, is essentially pointless.

The supersonic commercial jetliner, or SST as it is called in federal-military-industrial circles, is a gesture of technological indifference to humanity. No matter. No power on earth can prevent its development, because building SST's is the kind of thing we do best.

When a pouty girl of arresting proportions does best at sulking, she is not going to be persuaded to read long sentences. When a nation does best at perfecting machines, it will not be seduced into excessive preoccupation with humanity...

In the excerpt above, Baker has used abstraction (classification) not just to explain an unfamiliar idea by comparing it to a familiar one, but to jar the reader into seeing new things via unusual classifications.

continued on next page

Try your hand at using this same application of abstraction in construction of a message in the following situation.

Purpose: convince

Subject: city ordinance governing topless go-go entertainment in Madison taverns

Audience: Madison general public

Feedback #5

Have another participant react to your message in terms of how your use of unusual classification enhanced your message in the given situation.

Activity #6

Design a communication situation into which students could be put in order to give them the experience of formulating a classification which reveals, rather than conceals, significant differences between some members of the same general class of things. (If necessary, refer back to the "Overview" for more clarification of formulative vs. fossilized classification.)

Feedback #6

Have a workshop leader react to your design.

POST-TEST

A composition teacher once advised her students to fluctuate between the abstract and the concrete in their expository writing. H. W. Fowler (Modern English Usage, 1965) claims that a writer uses abstract words because his thoughts are cloudy, that the habit of using them clouds his thoughts still further, and that he may end up not only concealing his meaning for his readers, but also from himself.

Make a written case for the notion that "abstractitis" is one source of "noise" (disruption; breakdown) in the communication channel. As you present your case, try to avoid the disease yourself.

Post-Test Feedback

Present your case to a workshop leader.

UNIPAC EVALUATION
Concept: Abstraction

- Interest -				- Importance -		
High	Medium	Low		High	Medium	Low
			1. The unipac as a whole			
			2. The major concept			
			3. The activities			
			4. Activity #1			
			5. " 2			
			6. " 3			
			7. " 4			
			8. " 5			
			9. " 6			
			10. The feedback			

	Very	Ade-quately	Not Very
11. How well did this unipac meet your expectations?			
12. How well did this unipac meet your needs?			
13. How successful do you feel you were with this unipac?			
14. How clearly were the concepts and sub-concepts defined?			
15. How clear were the directions in this unipac?			
16. How challenging were the activities for you?			
17. How helpful was the feedback?			
18. How conducive was this unipac to personal creativity?			

19. Suggested changes: (Use back side if necessary)

ED 082198

Title III
Language Arts
M/I/R/I Project

A

Unipac

on

Statements in Context:

Reports - Inferences - Judgments

Thomas L. Swenson, Project Coordinator
Alice Kaderlan, Project Writer
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Madison Public Schools

CS 200 669

A certain turkey eagerly ran to the farmer every morning because the farmer always had grain. Then one morning in November, instead of feeding the turkey, the farmer wrung its neck. The poor turkey, based on past knowledge about the farmer, inferred that the farmer would always feed him. Like all inferences, this one should have been held tentatively. And even as a tentative or probable conclusion, it was not a good one because it was based on limited knowledge: the turkey could have made a wiser inference had he known about Thanksgiving customs.

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PRE-TEST

What follows is a "test" only in the sense that it seeks responses from you. But there are no absolutely "right" or "wrong" responses. Instead, your responses should serve as guides to the portions of this unipac with which you wish to involve yourself.

A. Read the following passage.

> "Babe Smith has been killed. Police are holding six suspects, all of whom are known gangsters. All of the suspects are known to have been near the scene of the killing at the approximate time that it occurred. All of the suspects had substantial motives for wanting Smith killed. Another gangster, Slinky Sam, has been positively cleared of guilt."

Accept the statements in the passage as "facts." Using only the passage as evidence, indicate which of the statements below can be verified and which cannot. Answer YES if the passage verifies (proves true or false) the statement, NO if it does not.

1. Only Slinky Sam has been cleared of guilt.
2. All six suspects were known to have been near the scene of the murder.
3. Slinky Sam was not near the scene of the killing when it occurred.
4. The police do not know who killed Smith.
5. Police are holding no suspects.
6. Someone is known to have had a motive for wanting Smith killed.
7. Slinky Sam did not commit the crime.

B. Indicate your likely degree of acceptance (belief) for each of the following "reports":

1. TV news broadcaster: "Two youths died in separate auto accidents on Wisconsin highways today."

   BELIEF 1 2 3 4 5 REJECTION

2. Spokesman for Food and Drug Asministration: "Cyclomates cause cancer."

   BELIEF 1 2 3 4 5 REJECTION

3. Stranger on a street corner: "California has crumbled into the Pacific."

   BELIEF 1 2 3 4 5 REJECTION

4. Prison chaplain: "Wisconsin prison inmates are frequently beaten by prison guards."

   BELIEF 1 2 3 4 5 REJECTION

5. Garage mechanic: "Your car needs new points and plugs."

   BELIEF 1 2 3 4 5 REJECTION

C. Absolutely "objective" reporting is probably an impossibility. By the mere selection of what to include and what not to include, we become subjective.

   To what extent can we, and should we, attempt to avoid slanting in our reporting?

D. In December, 1940, earthquakes shook some areas in the northeastern section of the U.S. Instruments recorded data showing the quakes to be the most violent ever in New England. Chimneys tumbled, dishes and canned goods fell from shelves, walls cracked, furniture slid. A women telephoned police to tell them that an ammunition depot had blown up. (It had not.) A man told neighbors that the Kensico Dam burst. (It had not.)

   Account for the statements of the man and woman above in terms of why their behavior was typical, necessary, yet dangerous.

E. React to each of the statements below in the following way:

   What does the statement tell you most about:
   the thing(s) being described (referent)
   or the person making the statement (sender)?

   1. Violent protestors are less than human.
   2. Eagle stores sell 2% milk for 80¢ per gallon.
   3. UW's football team is rotten.
   4. Only queer kids wear white socks.
   5. The mass media are controlled by irresponsible sensationalists.

PRE-TEST FEEDBACK

A. 1. NO ("only" cannot be verified)
2. NO (the passage says nothing about a "murder")
3. NO (the passage does not say where Slinky Sam was at the time of the killings)
4. NO (the passage gives no direct evidence either way)
5. YES (this is a false report)
6. YES (six suspects had motives)
7. NO (Slinky Sam may have erroneously been cleared of guilt; the passage does not mention a "crime")

It is relatively easy to accept inferences and judgments as reports ("facts"). As a mature reader, you may not have had any problem with the statements in Part A above. However, in more complex situations, it becomes increasingly difficult and important to sort out reports from non-reports. Activities #1-2 deal with that problem.

B. 1. Why should you not believe such a report from a TV news broadcaster? He has access to such information; his job is to report news items; people are regularly killed in highway accidents. Even if the report is false, you probably won't suffer from believing it.

2. Most persons would probably tend to believe such a report because of who is saying it and the possible consequences of ignoring the report.

3. Such an occurrence seems incredible, and you have no idea what has qualified the person to make such a report. Rejection would seem justified, at least until checking the report against other sources.

4. This may be a difficult one. A chaplain should be in a position to "know" about such things and his profession is refuted as an "honest" one. For some of us though, we may not wish such reports to be true, so we reject them to keep our wishes intact.

5. Would other mechanics say the same thing? What reputation does this mechanic have? Does he believe in customer satisfaction? How badly is the car running and how quickly do I need it repaired?

We are continually in positions where we must evaluate the accuracy of reports, often depending entirely on others' reports to determine our behavior. The degree to which we accept others' reports should, and does, depend on many variables. Activity #4 deals with these variables in the context of what we can do when we must depend on others' reports.

C. To insist on <u>all</u> details being included in <u>every</u> report would seem senseless and impractical since we always report for a purpose. Our purpose limits the scope of a report, thus justifying only select details as relevant and significant for our purpose.

Activity #3 deals with application of relevance and significance as criteria for degrees of slanting in reporting.

D. To make inferences (statements about the unknown on the basis of the known) is normal human behavior. We infer often out of necessity. When the traffic light turns red, we justifiably predict a potential collision if we continue into the intersection, even though we cannot know for certain if there would be a collision. To make inferences carelessly--without regard for probability; without holding them tentatively--can be dangerous, however. The man and woman in New England in 1940 serve as examples. Although it is typical to infer causes for unusual occurrences, the New Englanders may have caused others to take inappropriate action because they did not seek additional information before deciding what had caused the walls to crack, etc.

Activities #5-10 deal with inferences, their types, and the need to handle them carefully.

E. Only statement 2 would seem to give more information about the referents than about the sender. The other statements are judgments, expressions of approval or disapproval which reveal the sender's state of mind, not conditions in the extensional world. In addition to being revelations about the sender, statements 1, 3, 4, 5 use connotative language ("rotten", "queer", etc.) and if these judgments were accepted as "facts", they would obstruct thought.

Activities #11-14 deal with judgments.

Conceptualized Statements and Sub-Concepts

Many statements can be classified as reports, inferences, and/or judgments.

Reports are verifiable assertions, capable of being checked for truth or falsity by observation.

Reports are used to convey information.

Depending upon the nature of the subject, we must frequently rely on reports which we, ourselves, cannot verify.

Where we cannot verify a report for ourselves, we can evaluate that report in terms of the reporter's reliability and the statement's concreteness.

Reports are made for a purpose, which limits the scope of the reports and allows for some distinction between reporting and slanting by application of the notions of relevance and significance.

Inferences are statements about the unknown based upon the known; they are more or less probable, not true or false.

Inferences are important but must be held tentatively.

Inferences may be generalizations, predictions, or analogies.

The relative probability of inferences can be evaluated by analysis of conditions and representativeness.

Judgments are expressions of approval or disapproval which may be more or less reasonably or unreasonably asserted.

Judgments give more information about the sender than about the referent(s).

Judgments are frequently concealed in connotative language.

Judgments sometimes obstruct thought.

Judgments can be evaluated in terms of the standards or criteria by which each judgment is being made.

BEHAVIORAL OBJECTIVES

1. Given the terms report, inference, and judgment, teachers should be able to define them in terms of "verifiable assertions," "statements about the unknown based on the known," and "expressions of approval or disapproval."

2. Given a series of statements, teachers should be able to distinguish the reports from the non-reports by describing how each statement could or could not be verified.

3. Given a series of situations in which they must rely on others' reports, teachers should be able to evaluate the reports by examining the reporter's reliability and the statement's concreteness and significance.

4. Given a purpose for reporting and a subject about which to report, teachers should be able to avoid slanting their report by applying the notions of relevance and significance.

5. Given a written passage and a following series of inferences, teachers should be able to rate the relative probability of each inference according to the amount of information supplied by the passage.

6. Given a series of inferences, teachers should be able to accurately determine which are generalizations, predictions, and analogies.

7. Given the assertion "Inferences are important but potentially dangerous," teachers should be able to support the assertion by elaborating on the necessity of inferences in daily living and the need for holding them tentatively.

8. Given a series of judgments, teachers should be able to identify the connotative words which make each statement a judgment.

9. Given several subjects, teachers should be able to make two statements for each subject, one which reports and one which judges, by selectively using connotative language.

10. Given a judgment and sets of different criteria for making the judgment, teachers should be able to rank the relative reasonableness of each set of criteria.

11. Given the task of developing a judgment thesis, teachers should be able to explicitly state their criteria for making the judgment in the thesis.

12. Given several sources to consult, teachers should be able to find and record support for the assertion that "judgments sometimes obstruct thought."

13. Given the instructions to do so, teachers should be able to: list five statements which, depending upon certain variables, could be reports, inferences, and judgments; describe the conditions under which the nature of the statement would fluctuate; list the communicative implications of such fluctuation.

REPORTS

...verifiable assertions...

Before beginning
work in this section
of the unipac, you
may wish to get a
mental set about
reports by reading
"Verifiability,"
pp. 39-40 in Hayakawa,
Language in Thought
and Action.

Activity #1

Some of the statements below are reports, others are non-reports; that is, some can be verified for truth or falsity, others cannot.

Distinguish the reports from the non-reports by describing how the reports could be verified and why the non-reports could not be verified.

1. Water freezes at 10°centigrade.
2. Rap Brown is a revolutionist.
3. Ford gives a quiet ride.
4. London has the second largest population of all the world's cities.
5. The senator said his support of the bill indicates his responsiveness to his constituents.
6. All American troops will be out of Viet Nam within one year.
7. Madison is located west of Milwaukee.
8. Madison received considerably more rain than did Milwaukee last night.
9. Several UW students feel Chancellor Young will become the next UW president.
10. Russia is supporting the Arab-Israeli conflict.

Feedback #1

1. Report - conduct an experiment
2. Non-report - does everyone agree about what a "revolutionist" is?
3. Non-report - how quiet is "quiet"?
4. Report - use available statistics
5. Report - ask the senator; check for recorded quotes
6. Non-report - predictions can only be verified in the future
7. Report - use map, compas, etc.
8. Non-report - how much is "considerably"?
9. Report - survey students (there may, however be disagreement about how many "several" is)
10. Non-report - does "support" mean the same to everyone?

Activity #2

The difference between a report (verifiable assertion) and a judgment (expression of approval or disapproval) lies primarily in the exclusion or inclusion of connotative language. For example, "Percival has never scored below 65 on nine holes of golf" is a report whereas "Percival is a lousy golfer" is judgment.

Some of the statements below report, some of them judge. For each report, construct a judgment about the same subject by including connotative terms; for each judgment, construct a report about the same subject by excluding connotative terms.

1. They were crazy to pay such an outrageous price for that shack.
2. I saw a horrid accident on Highway 71.
3. Martha has a 4.0 grade point average.
4. Accountability in education is the latest panacea.
5. In November, the Republocrats walloped the Demicans.
6. My neighbor sold his business for $2 million.
7. Literary taste is caught, not taught.
8. The slaughter on American highways is continuing at a record pace.
9. The supply of teachers currently exceeds the demand.
10. The Wisconsin Division of Motor Vehicles recommends the use of safety belts.

Feedback #2

Find another participant or workshop leader to react to your statements as follows:

> Does the statement give more information about the referents or about the person making the statement?

Reports give information about referents, judgments about senders.

Excerpt A

REPORTS

Some writers like to argue that it is impossible to write an objective report. They point out that, even if a report contains only denotative language, and even if its assertions are all verifiable, the report represents the reporter's selection of what should be reported, and this selection implies a judgment on his part. The motto of the New York Times--"All the News That's Fit to Print"--implies this notion that reports are, after all, selections.

But the notion of selectivity is ambiguous. In one sense, selectivity in reporting means slanting, and slanting means reporting only those facts favorable to a given thesis while omitting facts that would support the opposite thesis. A congressman's newsletter, for instance, might report that the congressman has received 700 letters opposing strong gun control legislation and omit the additional fact that he has received 2500 letters favoring such legislation. Selectivity in this sense certainly spoils a report as a report.

But a report can be selective in another sense and still be a report. Suppose, for instance, that the congressman in his newsletter reported how many letters he received on each side of the issue. It could still be argued that his report is not complete because he did not report how many letters were written in pencil, how many were typed, how many were written by men, etc. The answer to this objection is simply that such omissions do not mar the objectivity of the report because they are not relevant to the issue of the relative popularity of gun control in the congressman's constituency.

What is and what is not relevant may not always be obvious. Suppose, for instance, that of the 700 letters opposing gun controls, 680 were written by members of an organization set up to oppose gun controls, whereas the 2500 letters represented no special group. Would these facts be relevant to a determination of the general disposition of the constituency? Probably--if the purpose of the report on that disposition were to permit readers to weigh motive as well as raw numbers.

A report is written for some purpose. The purpose limits the scope of the report. Insofar as the reporter selects details consistently with his purpose, and insofar as he does not attempt to conceal his purpose, he can select and still be a reporter. Details not relevant to the scope defined by the purpose of the report are simply insignificant. The notions of relevance and significance are vague, not precise, but they provide a workable principle for distinguishing reporting from slanting.

If one could not report for some special purpose, one could not state a report-thesis. Take a general subject like Catholocism. Any thesis stated about Catholocism implies a special purpose, and that purpose determines which facts, of the infinite number of facts relevant to the whole subject, will be relevant to that particular report. Once you state your thesis as "The seven Catholic sacraments

are...", you may omit information about famous cathedrals, the popes as patrons of the arts, etc., without ruining the report as a report (the thesis statement, of course, also sets up the assertions and their development).

Thesis statements for reports can be generated posing and answering "what questions."* Given a topic such as "political pressure groups," a "what question" would be, for example, "what pressure groups are now working to promote the space exploration program?" And the thesis is the answer to the question.

Not all report writing is instructive in the same way. Sometimes a sender will report on somebody else's report. This has some value. If he studies and paraphrases a good magazine article on some remote but significant current event, he at least gets a view of something outside his direct experience. But original reporting requires observation, note taking, selection, and arrangement of the selected observations, whereas borrowing somebody else's report may mean borrowing his observations and selections and arrangement too. Insofar as a teacher's objective is to teach the process of reporting, and not merely to collect a set of effectively written reports, he should not permit many reports on reports.

But not all reports synthesized by the sender from his own observation are equally valuable, either. Imagine, for instance, a report with a thesis like this: "My wardrobe consists of four suits, two sport coats, three sweaters, thirteen shirts, seven ties..." Assuming that the sender is not James Thurber, the odds are that such a thesis will generate a trivial message, trivial for the sender and the receiver because neither will have his mind stretched by an explanation of such commonplace topics. If a report is to be non-trivial, its subject should be, for the reporter, relatively complex, and for the receiver, relatively unfamiliar.

A word is vague if we are unsure of the limits of its reference. "Pond" and "lake" are vague words because we don't know how large a pond has to be to be called a lake. "Middle aged" is vague; a man of 50 certainly is middle aged, and a boy of 15 is not, but what of a man of 39?

These examples may seem trivial, but the business of limiting the reference of a vague term can have important consequences. If a group conducts a demonstration, for instance, they act legally; but if they riot, they break the law. To be a conservative in American politics is perfectly legitimate, but to be, in the eyes of the electorate, an extremist, can be disastrous. One has a constitutional right to criticize President Nixon's Viet Nam policy, but if that criticism shades off into advocacy that young men resist the draft it becomes, as in the Spock Case, a federal crime.

*See Sidney P. Moss, Composition by Logic (1966), ch. 3.

A report thesis is vague if it is uncertain whether the grammatical subject of the thesis is a member of the class of things denoted by the predicate. The uncertainty arises because the limits of the denotation of the predicate are uncertain. To reduce that uncertainty, a sender should specify the characteristcs a thing must have to be a member of the denotation of the predicate. Then he can determine rationally whether or not the subject has those characteristics.

These defining characteristics are called informative connotations. The informative connotations of the word "bachelor" are "unmarried" and "male". That is, if anything is to be a member of the class of things denoted by the word "bachelor," it must be unmarried and male. Most dictionary definitions consist of statements of informative connotations.

A development of a vague report thesis, then, consists of (1) a specification of the characteristics a thing must possess and (2) a demonstration that the subject of the thesis does possess those characteristics.

Some vague statements imply judgments. The development of judgments will be taken up in Excerpt C. It is enough to note here that informative connotations may not include evaluative terms. To define an "educator," for instance, as "an expert teacher" is of little use, because one must then go on to tell what characteristics a teacher must have to be called "expert."

Activity #3

Read the article below.

> Over two hundred University of Wisconsin professors, apparently set on denying instruction to their students, announced today that they will not meet their classes for the remainder of the week. Citing President Nixon's recent decision to move American troops into Cambodia, the professors announced plans to go out into the community to discuss the "current crisis," even though their contracts say nothing about educating the community instead of their students.

If the purpose of the article above was to inform readers about the professors' decision, the writer has slanted his reports by including such phrases as "set on denying instruction to their students." Such interpretation is not relevant to informing readers about the decision.

Using an actual event or a fictitious one, write two reports of the event, one which informs without being slanted and one which informs in a slanted manner.

Feedback #3

Discuss your articles with a workshop leader.

Activity #4

1. You are driving to a friend's home in an unfamiliar community. At the outskirts of town, you stop a stranger and ask directions to your friend's address. You proceed to follow his directions.

   Why would you willingly believe the report (directions) given you by a total stranger in an unfamiliar city?

2. You are planning to drive from Madison to Chicago one day in December. Shortly before you're ready to leave, it begins to snow heavily. A radio weather report predicts only a brief snowfall and announces good driving conditions. The State Patrol confirms the good driving conditions. You cancel the trip.

   Why would you ignore the reports about the weather and road conditions and stay home?

3. Kroger advertises "Green Giant frozen peas for 23¢ per package." Another store advertises "all frozen foods at prices comparable or lower than all other stores." You go to Kroger specially to buy Green Giant frozen peas.

   Why did you believe Kroger's report and ignore the other store's

4. You are a businessman ready to mail a contractual agreement to a client, but you do not know the client's address. Your new secretary tells you she knows the address, but you consult the phone directory for the address.

   Why did you question your secretary's report and go to the phone directory?

Based on your responses to the above situations, pose some questior which we can helpfully ask ourselves whenever we must depend on someone else's report.

Feedback #4

Whenever we are in a situation where we must depend on another's report, certain questions can help us evaluate that report:

a. Is the reporter known to be knowledgeable in this subject?
(situations 1 and 4)

b. Does the reporter explain how he verified his report?
(situation 4)

c. Is the report stated in relatively concrete, denotative language?
(situation 3)

d. Do other authorities agree?
(situation 4)

e. How serious are the possible consequences of believing a false report in this particular case?
(situations 1, 2, and 4)

INFERENCES

...statements made about the unknown on the basis of the known...

Before beginning work in this section of the unipac, you may wish to get a mental set about inferences by listening to the tape entitled "Inferences: How We Decide What the World Is Like."

Activity #5

Word Problem 4 on Pages 150-151 in Postman's Language and Reality.

Feedback #5

All of the statements are inferences. If you labeled any of the statements as "fact" (report), you probably did so because you made a similar inference as you were reading the passage. Mature readers do make inferences as they read. The point to remember is that it is advisable to be aware that we are making inferences and to do so carefully.

Activity #6

Charles Boone, age 28, earned a B.A. degree from the University of Oregon. He currently works as an administrative assistant for the Fort Howard Paper Co. in Green Bay, Wisconsin.

Elmer Johnson, age 56, owns and operates a 260-acre dairy farm in southwestern Minnesota.

Based on the brief biographical sketches above, rank the relative probability of each set of inferences below. Rank the most probable statement in each set as No. 1, the next most probable statement as No. 2, the least probable, as No. 3.

Set #1

____ A. Mr. Johnson works more hours each day in the summer than does Mr. Boone.

____ B. Mr. Johnson is a Democrat.

____ C. Mr. Boone is a Packer fan.

Set #2

____ A. Mr. Boone will earn more money in his lifetime than will Mr. Johnson.

____ B. Mr. Johnson spends less each year for working clothes than does Mr. Boone.

____ C. Mr. Boone and Mr. Johnson know each other personally.

Set #3

____ A. Mr. Johnson has a vegetable garden.

____ B. Mr. Boone grew up east of the Mississippi River.

____ C. Mr. Johnson is a Republican.

Briefly describe the criteria you used to determine your rankings.

Feedback #6

Because of the subjective nature of the answers, the best feedback here would be a discussion with someone who has done the same activity. Find someone. In your discussion, try to determine what affects the probability of an inference.

A prediction is an assertion about the future (unknown) based on on the past (known).

Below are two predictions, each followed by five additional hypothetical conditions. For each of these condidions, decide whether its addition would make the prediction more probable, less probable, or no different. Be prepared to defend your decisions.

1. A traveling salesman spends one day in Peoria, Illinois, every month, and for the past ten months has always eaten his lunch at Ace's Diner in that city. In every case, he has enjoyed his meal. On his present visit he decides to eat there again, predicting "I will enjoy my lunch at Ace's."

    a. Suppose he had eaten there once every week instead of once every month for the past ten months?

    b. Suppose he has always ordered ham and eggs before and plans to order ham and eggs this time, too?

    c. Suppose he had not merely enjoyed his meals there but had found them as delicious as any meal ever?

    d. Suppose that a new cook had begun work at Ace's yesterday?

    e. Suppose that Ace's cashier's desk had been switched from right to left of the entrance last week?

2. A racing fan bets his money on Whirligig, who has won his last six races, predicting "Whirligig will win today's race."

    a. Suppose that Whirligig's last six races have been over distances of 7/8 mile while today's is 1¼ miles?

    b. Suppose that Whirligig has won his last 16 races instead of his last six?

    c. Suppose that Whirligig's jockey today also was his jockey in the last six races?

    d. Suppose the racing fan dreamed of finding a horseshoe last night?

    e. Suppose that Whirlgig's last six races were run on muddy tracks while today's track is dry?

Based on your responses to the above items, what can you conclude makes a prediction relatively probable?

Feedback #7

Problem No. 1

a. more--larger sample of conditions

b. more--same conditions

c. no different--not a relevant condition

d. less--a new relevant condition

e. no different--new but not relevant

Problem No. 2

a. less--a new relevant condition

b. more--larger sample of conditions

c. more--same conditions

d. no different--not a relevant condition

e. less--a new relevant condition

Conclusion:

A prediction is relatively probable insofar as

(1) the condition which prevailed in the past will be present in the future, and

(2) no new relevant conditions will be present.

Activity #8

When you assert that what is true of some members of a class (known) is also true of all members of a class (unknown), you are making a generalization.

Based on anything you know from personal experience, reading, conversation, etc., rate the following generalizations as N (never true), S (sometimes true), U (usually true), or A (always true).

1. High school boys are better math students than girls.
2. Hippies use LSD.
3. Laws prohibiting gambling are not enforced.
4. American automobile manufacturers produce cars which provide maximum safety for drivers.
5. First impressions are misleading.
6. High school principals consider student discipline their primary responsibility.
7. Parents and taxpayers are more concerned about school boundaries and bus schedules than about instructional practices.
8. Public employees regard anti-strike laws as discriminatory.
9. Humans die.
10. Persistence pays.

Based on your responses to the items above, what can you conclude makes a generalization relatively probable? (To help determine this, ask yourself why you rated different statements in different ways.)

Feedback #8

The responses to items 1-10 will vary for each individual because we have all had different samples of the class-members named in the items. The class-members which you investigate is called the sample. A generalization is relatively probable insofar as the sample is representative of all members of the class: The sample must be large enough; the sample must be typical.

Excerpt B

INFERENCES

A generalization is an inference that has the following characteristics: (1) it states something about all or many members of a certain class ("all rats are color blind"); (2) the evidence for it consists of information about some members of the class ("the rats we tested in the lab proved to be color blind"). The class members that have been examined are called the sample. A statement that does not go beyond the sample ("the rats we tested in the lab proved to be color blind") is an enumeration, not a generalization.

A statement of enumeration can be verified as true or false, but not a generalization (as soon as a generalization is proved true of all members of the class, it becomes an enumeration). A generalization is more or less probable. It is more probable insofar as (1) the sample is relatively large, and (2) the sample is typical or representative of the whole class.

Many assertions in more formal messages are generalizations. The definitions and principles for evaluation of generalizations listed above provide senders with handy rules of thumb for developing such assertions. To render a generalization-assertion more plausible to an audience, the sender should describe his sample to show how extensive it is and explain why he thinks the sample is representative of the whole class. (To apply this rule rigidly would be pedantic. Some generalizations are self-evident. Perhaps this suggests another rule of thumb: if a generalization does not require detailed and careful development, the sender asserting it has not learned much in composing his message.)

A job applicant who slouches in his chair while he talks with an interviewer may, by his posture, jeopordize his chance of getting the job. Why? Because in our culture, and especially in the subculture of business, a slouched posture implies laziness. We even have a noun--"he is a slouch"-- which states the inference. Logically, of course, the hypothesis that "because a man slouches he must be lazy and a bad worker" should be held tentatively and tested against predictable consequences. But such testing would require extra effort; the applicant had better not slouch.

With generalizations it is the same. A teacher can spend an interesting half hour or so discussing with his class such generalizations as "Hippies are drug addicts," "cops are dumb," etc. Students will at first argue over needed qualifications for these generalizations, and only later see that they have not bothered to determine such important preliminaries as (1) what is my sample?, (2) do I understand key terms--what, for instance, is a drug? what is an addict? what counts as evidence of dumbness? Conventional presumptions (inferences) block critical analysis; or, to use Santayana's provocative metaphor, criticism surprises thought in the arms of convention.

Activity #9

When you argue that, since A is like B in some respects (known), it must also be like B in other respects (unknown), you are arguing by analogy, by noting some similarities and inferring others from them.

Below are two arguments, both of which use analogies. Evaluate the two arguments, deciding which one is the most logical. List the criteria by which you make your decision.

1. We ought to explore outer space, even though we do not know exactly what we will find there. The Europeans did not know what they would find in the New World either, but those who took a chance and set sail were rewarded beyond their wildest expectations. We should take a chance now on outer space.

2. Raising the beer-drinking-age to 21 would cause more teen-drinking, not less. People like to do what they aren't supposed to do. Just put up a poster in a public place with big letters saying "DO NOT READ THE FINE PRINT BELOW," and watch the passers-by flock to read it.

Feedback #9

In argument, analogies are used to claim new knowledge, to go beyond the facts. Such uses of analogy probably should be carefully scrutinized according to at least two criteria:

1. Are the two things being compared alike in important respects?

2. Can any differences be explained as unimportant?

Does your decision regarding which of the two arguments is the more logical still stand up against the above criteria?

Activity #10

Each of the statements below is an inference, either a generalization, a prediction, or an analogy.

In addition to the statements, there are descriptions of the conditions under which the inferences were made.

For each item, indicate (1) the type of inference, (2) the necessity for making an inference in the given situation, and (3) the importance of holding the inference tentative in light of the given conditions.

1. You are a personnel interviewer for a school system. Prior to his interview with you, you observe that a prospective teacher is slouching in his chair and is wearing beads and shoulder-length hair. You say to yourself, "That fellow won't work out in our school system."

2. For several consecutive Sundays, you observe an unfamiliar woman at your church services. She is very attractively dressed each Sunday. As chairman of a women's group in the church, you approach this woman and ask her to join your group. She refuses. Later, you tell your husband, "She's one of those women that only go to church to show off their new clothes."

3. Your 15-year-old refrigerator breaks down, and a neighbor advises you to buy a new one rather than having the old one repaired. He says, "When our 12-year-old refrigerator quit running, it cost us $125 to have it repaired. Yours would probably cost even more now with inflation."

4. A student in your junior English class completes only one-half of his assignments, is frequently absent, and occasionally falls asleep during class. At the end of the marking period you say to yourself, "A lazy kid like that deserves to fail."

Feedback #10

Find another participant who has done this activity, or a workshop leader, and discuss your responses in terms of the types of inferences we use, the necessity for using them, and the need for holding them tentatively.

JUDGMENTS

...expressions of approval or disapproval...

Before beginning work on this section of the unipac, you may wish to get a mental set about judgments by listening to the tape entitled "What Happens When We Approve or Disapprove."

Activity #11

Each of the statements below expresses some approval or disapproval. The means for making judgments is the use of evaluative words. List the word(s) from each statement which make(s) the statement a judgment.

1. To commit murder is wrong.
2. This sure is a fun party.
3. This used car is very cheap and in perfect condition.
4. My civics book is the dullest one ever written.
5. Fascist pigs deserve death.
6. Nixon's Madison Avenue administration is stumbling.
7. My God is alive and well; too bad about yours.
8. His solid business sense enabled him to survive the depression.
9. Communistic infiltration must be resisted at all costs.
10. Those girls are unfriendly snobs.

Feedback #11

1. "wrong"
2. "fun"
3. "cheap"; "perfect"
4. "dullest"
5. "Fascist pigs"; "death"
6. "Madison Avenue"; "stumbling"
7. "alive and well"; "too bad"
8. "solid"; "survive"
9. "Communistic infiltration"; "at all costs"
10. "unfriendly snobs"

If you have any disagreements with the answers above, discuss the problems with a workshop leader.

Excerpt C

JUDGMENTS

S. I. Hayakawa defines a judgment as an expression of the speaker's approval or disapproval of something. This is a broad definition. A grunt, an expletive, a raised eyebrow, an insult--these and other similar behaviors might all express approval or disapproval. Yet in common usuage the word "judgment" implies a reasonable evaluation, a deliberate as opposed to an injudicious or prejudicial statement. This unipac stipulates, then, that a judgment is a reasonable expression of approval or disapproval.

A reasonable expression of approval or disapproval requires two steps: (1) a statement of the criteria by which the evaluation is to be made, and (2) a characterization of the subject with respect to the criteria.

When a writer states his criteria or standards he specifies the properties a subject must possess if the evaluative term he is predicating may in fact be predicated of it. For instance, "A good college student, I think, is at least partly self-sufficient, is progressing satisfactorily on a degree program, and participates in some extra-curricular activities."

When a writer characterizes the subject, he shows how it stands against the stated criteria. For instance, "Joe Schmoe earns $1800 per year polishing widgets, has a 2.7 GPA in his third year in oology, and is an active member of a professional oology fraternity."

Perhaps not everyone will agree that these criteria are proper for evaluating a college student, but stating and applying the criteria in this way has, nonetheless, an important advantage: it answers the question "What do you mean, 'Joe is a good college student?'" This clarification of evaluative predication is important not only because it helps an audience to understand the evaluation (i.e., it improves communication), but also becuase it forces the evaluator to clarify, for himself, his values.

To formulate criteria is sometimes easy and sometimes not, depending upon the subject. Most of us could agree, for instance, that a good professional football team is one that wins many of its games, or that a good breadknife is one that slices bread nicely. But even with these topics someone might object that a good professional team should win its games fairly, or that a good breadknife should be decorative, not just useful, and so forth. And as soon as more complex subjects are considered--say, a good president, a good teacher, a good painting--the disagreements multiply.

No agreed-upon logical or scientific method for determining the real or correct criteria for evaluating any given subject exists. The terms "real" or "correct" do not, logically, apply. There are, however, two general rhetorical principles concerning choice of criteria.

The first principle is honesty: an evaluator should not concoct criteria to justify previously formulated conclusions. Tailor-made, ad hoc criteria are usually recognizable as such, and when they are recognized they lose their persuasive effect. If a writer argued, for instance, that to be a good president a man would have to be a lawyer from New York and a former vice-president in a Republican administration, his readers would infer that he was engaged in special pleading, not honest inquiry, and they would interpret everything he said accordingly.

The second principle is acceptability: the more eccentric or idiosyncratic the criteria, the smaller the number of persons who will accept the resulting evaluation. If, for instance, the criteria of a good president were specified as one who is alcoholic, nihilistic, and manic-depressive, no sane person would accept the conclusion.

Activity #12

The Eighth Amendment to the U. S. Constitution reads:

> "Excessive bail should not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."

Using this amendment as your criteria, evaluate the existing laws (as you know them) governing the use of marijuana.

OR

List the characteristics of a "democracy" as you see them.

Using these characteristics as your criteria, evaluate the manner in which you govern your classes.

Feedback #12

Have at least two other persons react to your evaluation in the following manner.

Characterization of the Subject with Respect to the Criteria

Honest Inquiry	1	2	3	4	5	6	7	8	9	Special Pleading
Accept-able	1	2	3	4	5	6	7	8	9	Eccentric

Discussion of the reactions will probably provide further useful feedback.

Activity #13

"Judgments sometimes obstruct thought."

Using the sources listed below, other sources which you can find, plus your own experience and insights, construct a written defense or rejection of the assertion above.

Hayakawa, Language in Thought and Action

Stageberg and Anderson, Readings on Semantics

Stageberg and Anderson, Introductory Readings on Language

Condon, Semantics and Communication

Feedback #13

Present your findings to another person, preferably someone who has done this activity. Discuss the reactions.

Activity #14

Formulate a thesis statement which evaluates "capital punishment." List your criteria which make (in your own mind) the judgment in your thesis "reasonable."

Feedback #14

Discuss your thesis and criteria with a workshop leader.

Depth: Optional Activities

We've all heard at one time or another that the best way to really learn something is to teach it. That philosophy may apply to you at the moment.

If you feel that both you and your students could profit from experience with any aspect(s) of report-inference-judgment, you may wish to prepare some instructional materials intended to provide that experience.

Before beginning, consult the guidelines for developing instructional units and/or a workshop leader.

POST-TEST

Recalling the basic definitions of report, inference, and judgment, make a list of five (5) statements which could be reports, inferences, and judgments, depending upon the context in which the statements are made. Describe the conditions which would cause the nature of each statement to change. Finally, express what you feel to be the communicative implications of this ability for the same statements to fluctuate in type.

Record your answers on sheets provided in the file labeled "Report-Inference-Judgment: Post-Test."

Feedback: Post-Test

Present your answers to a workshop leader.

We have been trying to instruct you; now we want you to instruct us. Please give us your honest, candid, and anonymous reactions to this unipac on an evaluation sheet like the one on the next page. These sheets are found in the "Report-Inference-Judgment" file. Thank you.

ED 082198

Title III
Language Arts
M/I/R/I Project

A UNIPAC

ON

LANGUAGE CHANGE

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Playing a new game: changed meanings

Americans have never been willing to leave the English language alone, and the 1960s' bequest of new words to the '70s is a fairly large one. But the most striking linguistic phenomenon of the '60s is old words that have acquired vivid new meanings. Herewith our own 1970 Abridged Dictionary of current words and phrases that meant something quite different to most people a decade ago:

acid	Minuteman
AFL	moratorium
Apollo	pad
bag	panther
black	pig
blitz	pill
bread	pot
brother	Pueblo
busing	rap
bust	rock
Camelot	salt
camp	silo
demonstration	soul
dove	split
drop out	Dr. Spock
freak	stoned
grass	straight
hangup	topless
hawk	transplant
head	trip
joint	tune in
Sen. McCarthy	turn on
mace	Wallace
militant	weatherman

PRE-TEST

1. Why do Americans have so many words to mean car (jalopy, coupe, wheels, etc.)?

2. Why do Eskimos have 28 words for the word snow?

3. How have we adopted the Latin word **libro** which means book into the English language?

4. If you were living during the Middle Ages and someone told you that you were "nice", how would you feel? Why?

5. Latin has not changed in form for the past 2,000 years. Does this make Latin a better (or, for that matter, a worse) language than English?

6. Why do we call the animal a "cow" and the meat from this animal "beef?"

7. When a child misbehaves, why would an American mother say "be good" while a German mother would say "get back in step?"

8. As an English scholar, I become upset when anyone spells a certain word "thru" instead of "through." Give me an argument supporting the spelling "thru" as acceptable.

9. Do you use the word "whom" in your speaking vocabulary? Why or why not? Do you think it should be a part of everyone's speaking vocabulary?

10. Here are the thrid and fourth lines of Lewis Carroll's poem, "The Jabberwocky":

"All mimsy were the borogroves,
And the nome raths outgrabe."

a. Replace all nonsense words with new dictionary words.
b. Replace all the old dictionary words in your new version with nonsense syllables and words.
c. Compare the end result with the original. Which seems more like English?

OVERVIEW

Language is a systematized combination of sounds which have meanings for people in a given speech community. It is important to note that writing is merely the graphic symbolization of speech. A living language is constantly subject to change by its definition since a large number of people are using it and, therefore, individual differences and preferences are bound to appear. As a result, rules of usage are based on social pressure as well as on historical development, and not on teacher or textbook authority. It is clear, then, that the apparently illogical features of present-day English are actually the results of these two factors. English is a systematic language and not one that intentionally seeks to confuse.

Cultures develop many words for what their society holds in importance. Note, for example, that Eskimos have 28 language forms for our word "snow," their culture needing many words to describe many forms of snow in one word to facilitate conversational ease. What linguistic evidence do we have that automobiles have become an integral part of our culture?

Total language change is also reflected in spelling change. Nite, thru, rime, and tho reveal some of the changes that appear to be occurring in spelling right how.

In addition to vocabulary and spelling, the structure of a living language also evolves. This evolution is most clearly reflected in English in the loss of inflections. Old English required a different ending for a given noun depending on its function in the sentence and, as a result, word order was of little significance in conveying meaning.

Both Latin and Modern Russian also contain inflected endings. Modern English, however, has lost many of its inflections and word order has therefore become essential for meaning.

We hope this packet will give you a clearer idea of how and why any living language in general, and English in particular, **changes.** In addition, we hope you will be able to predict the likely changes that English will undergo in the future.

PRE-TEST ANSWERS

1. Shows the importance of this means of transportation in our culture.

2. The importance o snow in Eskimo culture develops a need to have many words to describe the different forms of snow.

3. library

4. "Nice" meant foolish or ignorant.

5. No, Latin is a dead language because it is no longer spoken. English is a living language and anything living is subject to change, especially when used by so many people.

6. During the Norman Conquest the lower class called the animal by the Anglo-Saxon name "cow", but the upper class spoke only French and, therefore, called the meat "beef" when served. We adopted both names.

7. Determined by cultural standards

8. Answer according to your own views

9. Your opinion

10. a. All beautiful were the flowers
    And the blue jay sang.

    b. Gib beautiful sik ki flowers
    Lif re blue jays sang.

    c. Original--needs place names or function words for meaning

Conceptualized Statement:

Language is subject to the systematic and constant growth and decay which characterizes all forms of life.

Sub-concepts:

Language is a systematized combination of sounds which have meanings for all persons in a given speech community.

Change in a language appears in its vocabulary, structure (grammar), and spelling.

Change in a language results from the cultural and historical development of the people using that language.

Change in a language occurs because the people using it have individual differences.

As English lost many of its inflections, its word order became increasingly significant for meaning.

BEHAVIORAL OBJECTIVES

1. Given the term language, teachers will be able to define it as "a systematized combination of sounds which have meaning for all persons in a given speech community."

2. Given a list of frequently used words in a given culture at a particular time, teachers will generalize in an essay about that society--what was happening, what the problems, values, etc. of that society were.

3. Given a list of words, teachers will trace their origin and changes in meaning using the Oxford English Dictionary.

4. Given an excerpt from Chaucer's The Canterbury Tales, teachers will find all the French words. Then they will categorize them under such classifications as literary terms, etiquette, religion, etc. to see the influence of French on the culture of the time.

5. Given a list of some changes in spelling that are now occurring, teachers will indicate how the spelling has changed, why the spelling has changed, and their attitude toward the change.

6. Given the assignment to compare passages in Old English, Middle English, and Modern English, teachers will discuss the vocabulary and structural changes English has undergone.

7. Given the assignment to make an English language of the future, teachers will work on vocabulary, spelling, or structure.

Lesson No. 1 LANGUAGE SHAPED BY CULTURE

Activity #1

Read the article "Your Oldest Heirlooms" by W. L. White in The U. S. in Literature. Then get together with other participants and a workshop leader and discuss the question:

What do we learn about the way of life of a society from studying their language?

Feedback #1

The discussion should show that their vocabulary tells which problems and situations were present at that time. We learn about a culture's resources, environment, religions, foods, animals, family relationships, etc. from its vocabulary.

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Activity #2

Together with at least two other participants, listen to the tape "A Study in Language. A Word in Your Ear." Listen for the correct answers to some of the pre-test questions which can be found on it. Discuss the tape in terms of which of the questions were answered. Take the following points into consideration in your discussion:

(a) Pre-Test Questions Nos. 1 and 2: Cultures develop many words for what their society holds in importance. What linguistic evidence do we have that automobiles have become an important part of our culture?

(b) Pre-Test Question No. 7: Discuss questions about German and American differences to see what ideas you have about the German "get back in step." What inferences can you make about the military influence in German society?

(c) Pre-Test Question No. 6: This item indicates the idea of vocabulary building. During the Norman Conquest, Anglo-Saxon was spoken by the common people and French by the rulers. Therefore, the people called the animal "cow" and when served to the rulers, they called it "beef" (French word: boeuf); we have adapted both. Are there other examples which follow this same pattern?

Activity #3

Below is a list of expressions that appeared frequently in a certain society at a given time. Based on these expressions, write a brief essay in which you generalize about that society. Use the following questions as guidelines:

What was the political state of affairs?
What was the social state of affairs?
Was it a time of prosperity or depression?
What problems were present?
What were the society's resources, environment, values?

You may consider what was happening to the individual in that society, but you should try to generalize from the individual to the society.

These are the expressions:

peace of justice, peace of righteousness
responsibility
extraordinary industrial development
administering a continent
energy, self-reliance, individual initiative
material well-being
relations among ourselves (U.S. citizens)
facing the future seriously

Feedback #3

Get together with colleaques and discuss your essays. See which of you came closest to describing the actual society as discussed on the following page.

Feedback #3

These words were taken from President Theodore Roosevelt's Second Inaugural in March, 1905. Compare your observations with what was actually happening at that time:

Teddy Roosevelt had become noted for his trust-busting activities during his first term of office. In February, 1902, he had moved to prosecute one of J. P. Morgan's corporate holding: the Northern Securities Company. This was followed in July by intervention in a coal strike at Shenandoah, Pa., and the setting up of a commission to settle the strike. Roosevelt later signed into law a bill creating the Department of Commerce and Labor. His references to energy, self-reliance, individual initiative, and relations among ourselves reflected the concern for each member of the society to consider every other member in attempting to forward his own station in life.

In addition, the country was undergoing a period of great prosperity. Note the references to extradordinary industrial development and material well-being. As a result of this development, the U. S. was rapidly becoming one of the most progressive and therefore powerful nations of the world. It was increasing its international influence through land expansion. The negotiation of the Hay-Bunau-Varilla Treaty in November, 1903, gave the U.S. authority over a 10-mile wide strip of land across the Panamanian Isthmus. President Roosevelt proceeded to appoint a seven-man Panama Canal Commission with authority to construct the canal. Congress had also passed the Philippine Government Act, authorizing the President to appoint a governing commission for the territory. 1903 also saw the opening of the Pacific cable, making round-the-world messages possible in less than 15 minutes. Automobiles were becoming more common on the dirt roads of the era. And Orville and Wilbur Wright successfully flew their air machine on December 17.

It is clear, then, that the country was just on the brink of true greatness in an international sense, and the President as well as the people realized the seriousness of this. Since the U.S. would now be administering a continent, it realized the necessity of peace of justice and peace of righteousness for all other nations, large and small. The U. S. also realized the necessity of facing the future seriously, of neither hiding from itself the gravity of the problems before it nor fearing to approach those problems with the purpose to serve them aright.

THE INAUGURAL ADDRESSES OF THE AMERICAN PRESIDENTS, Annotated by Davis Newton Lott

Lesson No. 2 VOCABULARY DEVELOPMENT

Activity #1

Where do we get new words? A summary of Pyles' The Origins and Development of the English Language indicates the following:

a. Simply made up by an inventor (nylon, dacron, orlon)

b. Trade names (Kleenex = clean, Vaseline = wasser + elaion, from German)

c. Echoic words (bang, burp, splash, flick, bow-bow, choo-choo)

d. Ejaculations (ouch, ha ha, pugh, tut-tut)

e. Prefixes and suffixes (manly, aside, beneath, forbid, thirty, manliness, unafraid, freedom, handful, wordless, crabbed, golden, singer, etc.)

f. Compounds (overdo, broadcast, sidestep)

g. Clipped forms

taxicab from taxi-meter cabriolet
bus from mobile vulgus
ad from advertisement

h. Back formations

housekeep from housekeeping
burgle from burglar

i. Blends

broasted (broiled & roasted)
brunch
flurry (flutter & hurry)

j. Acronyms

TB TV
PJ OK

k. Folk etymology

bridegroom (Old English, bryd + guma = man) nothing to do with groom.
belfry (Middle English, tower) nothing to do with bell.

l. Proper names ---------- Place names

Valentine	Oxford
Lavaliere	Turkey
Pasteurize	Utopia

m. Vernacular, slang

groovy
to take the rap
to take a trip

n. Verb-adverb combinations

break down
slow down
check up

In addition to these means, we also get new words by borrowing from other languages. To illustrate this, get together with other participants and read the following passage. Using dictionaries, look up the origins of the underlined words and then see if you can draw conclusions from your findings. After you have done this, choose two other passages from any source you wish and follow the same procedure, using a random sampling of words.

"(1) Jurists (2) are by nature argumentative, and nothing (3) delights them more than to (4) consider the (5) qualities that (6) constitute lasting (7) greatness on the bench. Is the important (8) factor the literary (9) style and (10) grandeur of a judge's (11) opinions? (12) Zeal for (13) uniting the (14) law with the (15) economic (16) realities of (17) life? (18) Sturdy (19) defense of the "status quo"?

(20) Debates of this nature (21) frequently end in an (22) atmosphere of (23) mellow (24) agreement at the (25) mention of Learned Hand, (26) senior judge of the U.S. Circuit Court of Appeals for the Second Circuit, a (27) robust, (28) stocky man with thick eyebrows and a (29) voice like the (30) crackel of lightning.

"The Great Judge" by Philip Hamburger

Feedback #1

Your research should lead to the following:

a. English has borrowed a large part of its vocabulary

b. A. noted scholar has discovered that the percentage of borrowing is as follows. Does your own research concur?

Old English	61.7%
French	30.9%
Latin	2.9%
Scandinavian	1.7%
Mixed	1.3%
Uncertain	1.3%
Low German & Dutch	0.3%

Activity #2

Take a 20th century word and think of as many terms as possible associated with it. Then find out which words were adopted, made-up, or borrowed. For example: car--hood, trunk, antenna, engine, carburator, gasoline, spark plug, etc.

You might choose a word from the following list to analyze.

etiquette	cooking-food
television	baseball
telephone	fashion terms
space travel	drugs
science	movies

Feedback #2

Get together with another participant and exchange papers. See if you can make any additions to each other's papers.

Activity #3

Trace the origin and the changes in meaning of the following words. You might like to use the Oxford English Dictionary and/or Funk's Word Origins.

silly	album	humor
clue	virtue	power
charm	onion	religion
oyster	magazine	person
nicotine	disease	dunce

Activity #4

A theory called "Ripf's Law" suggests that words used frequently in English tend to be shortened:

auto from automobile
TV from television

Think of as many examples as possible to prove this law and examples to refute it. Then, in an essay, draw conclusions about the validity of the law based on your findings.

Feedback #4

Get together with colleagues and a workshop leader to discuss your essay.

Lesson No. 3 OLD ENGLISH

Activity #1

Before starting your study of Old English and Middle English, read Chapter Three in Malmstron's Language in Society. We will be referring to this book at a later time and it will acquaint you with some of the concepts discussed throughout the unipac.

Activity #2

Read Pages 30-35 in Geist, A Short History of English.

Activity #3

Read the following lines from Beowulf. We have included an approximate pronunciation of these lines.

These lines occur when Grendel enters Heorot and seizes one of Beowulf's kinsmen, that is, just before the fight between Beowulf and Grendel. From an artistic point of view, Grendel is given a last chance to show his power before the conflict with Beowulf.

lines 739-743: The monster did not plan to delay that (action), but he grabbed quickly at the first occasion a sleeping warrior, tore (him) greedily, bit the bone-locker (body), drank blood from the veins, swallowed in huge morsels.

Not that the monster to delay planned
Ne daet se aglaeca yldan pohte
(Nay that say ahg-latch-uh illdun thōhh-tuh)

but he seized quickly at the first occasion
ac he gefeng hrade forman side
(ahk hay yuh-fang hhrah-the for-mahn see-the)

sleeping warrior tore greedily
slaependne rinc, slat unwearnum,
(slap-end-nuh rink slaht un-wear-nuhm)

bit bonelocker, blood from veins drank
bat banlocan, blod edrum dranc,
(baht bahn-law-cuhn blōd aid-ruhm drahnk)

in huge morsels swallowed
synsnaedum swealh;
(sin-snaduhm swellhh)
"sna" as in "snap"

Key:

ah=the 'a' in father
uh=the 'a' in Cuba, unstressed
hh=h pronounced harshly at the back of the throat

continued on next page

When reading the passage aloud, stress the alliterating sounds: in line 1, the vowels "a" and "y"; line 2, "f"; line 3 "s"; line 4, "b"; line 5, "s".

Pause slightly half way through the line, so that you read in phrase groups.

Here are some of the important consonant and vowel changes that have taken place:

Consonant changes

OE	Modern E
ð (baeð)	th (bath)
s (frēosan)	z (freeze)
f (lufu)	v (love)
cw (cwēn)	qu (queen)

Vowel changes

ā (like calm)	home (in OE hām)
ē (like late)	meet (in OE mētan)
ī (like need)	ride (in OE rīdan)
ō (like hope)	food (in OE fōda)
ū (like school)	house (in OE hūs)

Activity #4 - Inflections

To understand the concept of inflection, get together with other participants and translate the sentences below using the following rules:

A. Nouns have these inflections:
   1. Subject--regular form of word
   2. Direct object--ex ending
   3. Indirect object--um ending

B. Verbs have these inflections:
   1. present--regular form
   2. past--er ending
   3. future--est ending
   4. present perfect--eri ending
   5. past perfect--erum ending
   6. future perfect--erest ending

C. Adjectives--must agree with noun modified

Translate these sentences:

1. Cupex Mary Janeum guest for herex coffeex.
2. For herex cupex Maryum giverum Jane coffex.

Do you see a need for word order? Why or why not?

Feedback #4

1. Mary will give Jane a cup for her coffee.

2. Jane had given Mary coffee for her cup.

There is no need for word order because the endings indicate the functions of each word.

Activity #5

In your small group, go through the lines of Beowulf quoted and discuss the following points:

I. Vocabulary

   A. That which is still present

   B. That which has been lost. What are your conclusions about the number of words needed?

II. Structure

   A. Forms that have been lost

   B. Forms that are still present

Feedback #5

I. Vocabulary

A. daet--he
B. We need more words today to express the same idea because the inflectional endings which used to clarify meaning have been lost.

II. Structure

A. noun gender
B. personal pronoun--he--we still inflect it

Activity #6

Write a brief essay on the following question: What are the characteristics of an inflected language? Compare the word-order patterns of Old English and Modern English. What reasons can you give for the differences you find?

Feedback #6

Meet with colleagues and a workshop leader and read your answers to each other. Discuss the essays.

Lesson No. 4 MIDDLE ENGLISH

Activity #1

Read pp. 35-42 in Geist, A Short History of English.

Activity #2

Read the following lines from Chaucer's The Canterbury Tales.
Note how much more like Modern English it looks than did Old English.

From the General Prologue, lines 79-82

With him ther was his sone, a yong squier,
(with 'im thair wahs 'is soon ah yoong squee-air)

A lovyere and a lusty bacheler.
(ah loov-yair ahnd uh loos-tee bahtch-uh-lair)

With lokkes crulle as they were leyd in presse.
(with lawk-us krool ahs thy wair lie-ud in press-uh)

Of twenty yeer of age he was, I gesse.
(awf twen-tee yair awf ahge (h)'ay wahs, ee guess-uh)
("f" not "v") (e as in 'hen') (see) (rhyming word to indicate vowel)

oo = soot

ah = a in father

uh = unstressed a in Cuba

Activity #3

With other participants and a workshop leader, discuss the following points:

I. Vocabulary
   A. That which is still present
   B. That which has been lost
   C. French influence

II. Structure
   A. Forms that have been lost
   B. Forms that are still present

continued on next page

III. Change in vowel sounds

M.E.	Modern English
yeer (yair)	year
age (ahge)	age
sone (soon)	son
ther (thair)	there
lokkes (lawk-us)	locks
he (h'ay)	he

Pronounce the two words together and decide where the sound has moved within the mouth.

O.E.	M.E.	Modern English
sāe (bat) ēast (bat)	see, eest (as in bat)	sea, east
grēne (bait) dēop (bait)	grene, deep (bait)	green, deep

When pronouncing, emphasize two vowels together that are both pronounced.

IV. Results of earlier consonant changes (Grimm's Law)

b -- p (Lithuanian dubus -- deep)
d -- t (dentum -- tooth, duo -- two)
g -- k (genu -- knee, ager -- acre)

\- Latin -- English

p -- f (pater -- father, nepos -- nephew)
t -- th (tu -- thou, tres -- three)
k -- h (canem -- hound, cornu -- horn)

Feedback #3

I. Vocabulary
   A. with, him, was, his, lusty, and, a, as, they, were, etc.
   B. none were lost--only spelling changed: ther, sone, yong, gesse, etc.
   C. squier, crulle, presse, age
II. Structure
   A. loss of inflections--'of twenty' dropped the "of; gender lost
   B. similar to Modern English--word order present

III. Vowel sounds have become higher within the mouth from Chaucer's day

Activity #4

Read the following passage from Chaucer. Then research the underlined words in terms of their change in meaning. First note the ME and Modern English meanings, then postulate how the meanings changed. Use the MacMillan English Literature book as a guide. (i.e., "lewed" for Chaucer meant unlearned)

"A good wif was there of biside Bathe, (1)

But she was somdel deff, and that was scathe. (2)

Of clooth-makyng she hadde swich an haunt (3)

She passed hem of Ypres and of Gaunt... (4)

Hir coverchiefs ful fyne were of ground; (5)

I dorste swere they weyeden ten pound... (6)

Activity #5

Read the following lines of Chaucer's Prologue and find all the French words. Then classify them under categories such as literary terms, etiquette, and religion to see the influence of the French on the culture of the country.

Bifil that in that seson on a day
In Southwerk at the Tabard as I lay
Redy to wenden on my pilgrymage
To Caunterbury with ful devout corage,
At nyght was come into that hostelrye
Wel nyne and twenty in a compaignye,
Of sondry folk, by aventure yfalle
In felaweshipe, and pilgrimes were they alle,
That toward Caunterbury wolden ryde.
The chambres and the stables weren wyde,
And wel we weren esed atte beste.
And shortly, whan the sonne was to reste,
So hadde I spoken with hem everichon
That I was of hir felaweshipe anon,
And made forward erly for to ryse,
To take oure wey there as I yow devyse.
But nathelees, whil I have tyme and space,
Er that I ferther in this tale pace,
Me thynketh it acordaunt to resoun
To telle yow al the condicioun
Of ech of hem, so as it semed me,
And whiche they weren, and of what degree,
And eek in what array that they were inne;
And at a knyght than wol I first biginne.

Feedback #5

Here is one person's answer:

Etiquette	Religion	Physical phenomena	Prepositions
corage	devout	chambres	acordaunt
aventure	pilgrimage	space	
compaignye		seson	
condicioun		wyde	

Activity #6

Write an essay comparing Old, Middle, and Modern English using the "Lord's Prayer" on pp 80-81 in Language and Society plus the modern version below. Examine word order, inflectional endings, vocabulary, and spelling.

Our Father in heaven,
Thy name be hallowed:
Thy kingdom come,
Thy will be done,
On earth as in heaven.
Give us today our daily bread.
And forgive us the wrong we have done,
As we have forgiven those who have wronged us.
And do not bring us to the test,
but save us from the evil one.

THE NEW ENGLISH BIBLE

Feedback #6

Discuss and compare your essays with colleagues. Do not hesitate to consult a workshop leader if you wish.

Depth: Optional Activity

Using what you know about word order, sound, and meanings of the language during the Middle English period, rewrite the first twelve lines of the General Prologue in Modern English, staying as close as possible to Chaucer's original meaning.

Lesson No. 5 ENGLISH SPELLING AND USAGE

Activity #1

Read through the following list of old words and their new spellings. For each word you are to (1) indicate how the spelling has changed, (2) tell why the spelling has changed, and (3) indicate your attitude toward the change.

1. colour-color
2. through-thru
3. though-tho
4. rhyme-rime
5. judgement-judgment
6. catalogue-catalog
7. highway-hiway
8. bicycle-bike
9. labour-labor
10. new-nu
11. night-nite
12. okay-ok
13. cigarette-cigaret
14. potatoes-potatos
15. dialogue-dialog
16. television-TV
17. whiskey-whisky
18. although-altho
19. love-luv
20. light-lite

Feedback #1

Here is one person's answer:

Kinds of changes

Words #1, 3, 12, 14, and 17 all dropped one letter that didn't affect pronunciation.

Words #6, 13, and 15 dropped two letters that didn't affect prounnunciation.

Words #2, 4, 5, 7, 10, 11, 18, 19, and 20 changed to phonetic spelling.

Words #8, 12, and 16 had new words formed by shortening old ones.

Why the changes

In all cases, the length of the word was shortened by the new spelling. Usually, the spelling change occurred in an attempt to more closely align our written and spoken language, that is, to get rid of the many spelling irregularities. In some cases (e.g. color, labor) we have changed the traditional British spelling of words. The general trend, then, is to shorten our words, particulary those that we use frequently.

Attitude toward changes

The only changes that I would not like to see in formal exposition are nu and luv--for some reason these don't look like whole words to me. In all other cases, however, I don't see anything wrong with the changes. It seems to me that language should be functional insofar as we should have the freedom to modify it according to our personal needs as long as others can continue to understand us.

Activity #2

Write a paragraph spelling words the way you pronounce them and completely ignoring spelling conventions. Then exchange your paper with that of another participant and see what problems are therefore presented. Indicate them on his paper and then return the papers and read each others' comments.

Activity #3

Read the following rules of usage set down by an 18th Century language purist:

1. Do not end a sentence with a preposition

2. No split infinitives

3. No double negatives

4. Use shall and will when appropriate

5. Use who and whom when appropriate

6. Use gotten, not got

7. Drive slowly, not slow; I feel well, not good

8. I ain't, he don't, we seen him, and you done it are improper and incorrect

Meet in a small group with a workshop leader and discuss the following questions:

1. What rules would you eliminate if you could?

2. Are there any reasons for keeping the rules we have?

3. If you decided to change spelling and usage rules, how would you begin and what problems would you run into?

4. What do you do about the problem of dialects? (not everyone pronounces words the same)

5. Would you end up doing no more than writing another dictionary or grammar book?

Feedback #3

Your answers to the above questions are determined by your own personal views.

Activity #4

Find examples of language misusage from any of these sources or others:

newspaper	books	parent
ads	TV	any person you hear speaking
magazine	friend	

After each misusage, identify the mistake, its seriousness, and your attitude toward it.

Feedback #4

Discuss your examples of misuage with your colleagues and a workshop leader.

Activity #5

Think over to yourself the following questions:

Now, how would I answer Questions 8 and 9 on the Pre-Test?

Have I changed my answers?

Do I use the "correct" form of who or whom for formal speaking and the most comfortable form otherwise?

Do I write "through" in a formal piece of writing and "thru" in a personal letter?

Do I think these formal forms will eventually leave the language and be replaced by the ones used for informal standards?

Lesson No. 6 STRUCTURAL CHANGE

Activity #1

Discuss item No. 10 in the Pre-Test with at least two other persons. Read your answers to each other; those of you who were able to do the item should explain to the others why the original looks more like English. You should realize that Lewis Carroll used all function words and without these function words, English has no meaning--even though we put in real words for Part B.

Activity #2

In a small group with a workshop leader, decide what part of speech each nonsence word is in the following Carroll excerpt. Discuss what conclusions about the English language you can draw by being able to understand the form of the underlined nonsense words.

JABBERWOCKY

....And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled*as it came!

One, two! One two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled*in his joy.

The Annotated Alice, Ed. Martin Gardner

*Although these words are now commonly used, it was Carroll who coined them and they first appeared in "Jabberwocky".

Feedback #2

Logically, the part of speech can be determined either by the ending or key word order. English has an S-V-O word order and still has some inflections--e.g., -ly adverb; -y adjective.

Activity #3

The following words have come into the language in recent years. By consulting a dictionary or other reference, look for derivatives that have been produced from the original word. You should then make some generalizations about how affixes are being used today.

1. roentgen
2. automation
3. racism
4. desensitize
5. jet
6. computer
7. technology
8. mechanization
9. communal
10. prefabrication
11. implant
12. dubbing
13. electronics
14. hostel
15. dispersion
16. pollution
17. videotape
18. keypunch
19. photocopy
20. radiology

Feedback #3

Here are some possible answers:

1. roentgen: to roentgenize, roentgenized
2. automation: automatic, to automate, automated, automatically
3. racism: racist
4. desensitize: sensitized, desensitizer, desensitization
5. jet: to jet, jetted, jetter
6. computer: to compute, computerized
7. technology: technologically, technological
8. mechanization: to mechanize, mechanized, mechanically, mechanical
9. communal: communally, to commune, a commune
10. prefabracation: to prefabricate, prefabricated, prefab
11. implant: to implant, implanted, implantation
12. dubbing: to dub, dubbed
13. electronics: electronically, electronic
14. hostel: hosteller, to hostel, hostelling
15. despersion: to disperse, dispersed
16. pollution: to pollute, polluted
17. videotape: to videotape, vidiotaped, videotaping
18. keypunch: to keypunch, keypunching, keypunched
19. photocopy: photocopier, photocopied
20. radiology: radiologist

Generalizations: Nouns often end in -ion, -er, and -ogy. The verb is often formed simply by adding "to". The common adjective endings are -ed, -ic, and ical. By adding the adverbial ending -ly to the adjective, we get the adverbial form.

Depth: Optional Activity

Providing that you know a foreign language, take a simple English paragraph and re-write it using word order pattern and the same inflectional endings of your foreign language on the English words in the paragraph.

Feedback: Does your paragraph look like English? Why or why not?

Depth: Optional Activities

1. Discuss whether English is or is not a good choice for the universal language. Before doing this, you might read Chapter 1 in Language in Society by Jean Malmstrom for examples for examples of difficulty in English and the Newspeak article in 1984.

   Consider the following points for and against English:

   - Greatest secondary language for economic and tourist reasons.
   - Many loan words taken from English and incorporated into a foreign language.
   - Language most spoken (Chinese most) that is also easy to write.
   - Greatest asset of a language is the mixed character of vocabulary.
   - Natural gender.

   - Pronunciation differences in other languages make it difficult to pronounce.
   - Which is superior (American or British), so which do they use?
   - Countries not willing to give up native tongue and why should they.
   - Chaotic spelling.
   - Many idioms and slang.

2. Research the proposed universal language, Esperanto. (We have the necessary materials.) Do you think it is a good choice of an international language? In your essay on it, consider the following questions as well as any others you think relevant.

   a. Is a scientific language a better choice than a national one?
   b. Is Esperanto easy to learn?
   c. Is Esperanto a true mingling of many languages or does it discriminate against native speakers of certain languages? (In terms of vocabulary, syntax, pronunciation, should it be a true mingling?
   d. Is Esperanto easy or difficult to pronounce?
   e. Is Esperanto easy or difficult to read and write?

3. After reading appendix "Newspeak" in 1984, consider the following statement from a newspaper article: "One of the powers a dictatorial regime enjoys is the power to decide what words mean." Write a paper discussing to what extent you think it is possible for a government:

   -"to decide what words mean"

   -"to control the thought processes of the governed by controlling their vocabulary?

POST-TEST

Now that you have some ideas on the change that is going on in English vocabulary, spelling, and structure, you should be able to determine what form the English language of the future (2500 A.D.) will take. You are to use the ideas that have been discussed in this packet to propose your language.

You are to work on only vocabulary, spelling, or structure. As soon as you have decided on one, inform a workshop leader of your choice so that he may make sure that all three elements are treated equally. If you are unusually creative, you may want to make your own rules. If not, here are some ideas or direction procedures that you may follow:

Spelling

What direction is spelling going in length?
Can you think of letters in the alphabet that can be eliminated because they aren't used enough?
Can you think of sounds in English that are spelled with two or more letters that could be replaced by these letters you have eliminated?
Do you want to eliminate all double consonants and vowels?
Do you want to eliminate all silent letters?
Make sure before you adopt a rule that it will work. Think of a lot of examples and see if it falls down.
Do you want to make a rhebus language?
What would you do then to show inflection?

Vocabulary

Would you eliminate words entirely?

Would you make more or less compounds?
What new words can you make up to convey ideas we express by many words?

Will more acronyms appear?
Words for concepts or things we no longer have or use?

Are we going to continue borrowing words when we invent something new?
More backformation?
More blends?
Try to think of scientific inventions that might come and see if you can think of a word to name these?

We may be living on the moon; how will you name the surrounding phenomena?
Words for expressions we use?

Grammar and Syntax

Are we going to lose more inflections? What will take their place, if anything?
Will all your verbs have similar conjunctions?

Will all nouns, adjectives, adverbs, then be formed the same?
Will your language have word order?
Will there be any gender at all?
Have you thought of a polysynthetic language?
Language with only one tense--time generated by other words?

Language with only one tense--time generated by other words?

Feedback Post-Test

When you have finished, get together with other participants and a workshop leader, making sure that all three elements are treated by your group. All group members will read their proposals and a general discussion will follow after each proposal has been read. As a final activity, you might try to re-write together the following sentences using your new rules; but this is not required.

1. I shall take an ax and cut down the apple tree next to our house, since the leaves fall to the sidewalk and are carried into the house.

2. When the sun's rays hit them, the mountain tops on the moon can be seen clearly by the men who now live there, but they can barely be seen by us on earth because of the distance.

3. Can you decide to whom you will give the award?

We have been trying to instruct you; now we want you to instruct us. Please give us your honest, candid, and anonymous reactions to this unipac on an evaluation sheet like the one on the next page. These sheets are found in the "Language Change Evaluation" file. Thanks.

UNIPAC EVALUATION
Language Change

- Interest -				- Importance -		
High	Medium	Low		High	Medium	Low
			1. This unipac as a whole			
			2. The major concepts in this unipac			
			3. The activities in this unipac			
			4. Lesson No. 1			
			5. Lesson No. 2			
			6. Lesson No. 3			
			7. Lesson No. 4			
			8. Lesson No. 5			
			9. Lesson No. 6			
			10. The optional activities			
			11. The feedback in this unipac			

	Very	Ade-quately	Not Very
12. How well did this unipac meet your expectations?			
13. How well did this unipac meet your needs?			
14. How successful do you feel you were with this unipac?			
15. How clearly were the concepts and sub-concepts defined?			
16. How clear were the directions in this unipac?			
17. How challenging were the activities for you?			
18. How helpful was the feedback?			
19. How conducive was this unipac to personal creativity?			

20. Suggested changes: (Use back side if necessary)

ED 082198

Title III
Language Arts
M/I/R/I Project

An Instructional Packet On Symbol - Referent

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CS 200 669

This instructional

packet is to be done

as a GROUP activity;

that is, all of the

work is to be done

together with <u>at least</u>

two other participants.

Go no further until at

least two others are

ready to begin with you.

Leafing through a book in the Italian language the other day, we were suddenly brought up short by the following passage: "The little dog ran through the streets of Naples barking boo-boo, boo-boo, boo-boo at all the passersby."

We expected the next sentence to announce that this dog who spouted boo-boo had been whisked away to the nearest canine psycho ward for observation. But when the author failed to comment on this pooch's peculiar behavior, a disconcerting thought dawned on us.

Could it be that all the world doesn't see eye-to-eye on the fact that dogs say either bow-wow or woff-woff? Deciding that this question merited a survey, we immediately phoned the Italian Embassy in Washington. A charge d'affaires refused pointblank to bark over the telephone. Finally, however, an underling agreed to bark. It cam through sharp and unmistakable: boo-boo (spelled in Italian bu-bu).

The news that 45,000,000 Italians were convinced their dogs barked like Bing Crosby was provocative enough to warrant a full-scale investigation of the whole international barnyard.

We must admit that our hopes for world unity have not been greatly heartened by our findings. Take the cow, for instance. Moo is American. The French have the piquant notion that Bossy gives out with a nasal meuh (pronounced as "mur" in demur). In India, a country where cows are sacred, they never say moo. Ganges cows say moe (rhymes with schmoe).

Frankly we don't know what to make of the rooster situation. But we'll tell you one thing: the rest of the world is sharply opposed to us in the cock-a-doodle-do department. Germany, Spain, and Italy are all agreed that what this bird is trying to say is kikiriki (kee-kee-ree-kee), quiquriqui, and chicchiric-chi, respectively. In Spanish-speaking countries, young roosters say quiquiriqui, but the old ones go quiquiriqooo. France deviates slightly in favor of cocorico; Japan votes for kokekkoko--all far cries from cock-a-doodle-do.

Most of the Western world goes along with the U.S. conviction that ducks quack. But you can't argue a Chinese out of the certainty that Cantonese ducks say ap-ap. Ducks in Japan go around spouting go-go; Arabic ones--bat-bat; Rumanian--mac-mac. If you should ever go duck hunting in Germany and hear a quack-quack, don't be too quick to shoot. In Germany, ducks go quack-quack all right, but so do frogs.

In their native habitat, Spanish cockers say how-how (jau-jau written in Castilian). French poodles in Alsace sit on the banks of the Rhine barking oua-oua (wa-wa), while lonely Dachshunds staring back at them from the German side fill the air with vau-vau, vau-vau, vau-vau (vow-vow). The Turks are under the impression that the hounds say hov-hov, hov-hov. Nor is there any arguing with the Russians. Wolf-hounds invented barking. And believe it or not, dogs in Moscow gather around the Kremlin at night and say vas-vas, vas-vas at the moon. It is in China, however, that the canine kingdom goes completely beserk. Their dogs say wang-wang-wang-wang.

From "How to Bark Abroad," by Leslie Liebe: and Charles D. Rice from <u>This Week</u>, 1953.

PRE-TEST

Below are the names of ten objects. In the column opposit each name, list a few things, feelings, and ideas for which the name stands.

Names (symbols)	Things the names can stand for (things symbolized)
1. the moon	
2. generation gap	
3. Marlboro country	
4. long hair on boys	
5. peace	
6. green	
7. patriotism	
8. excretion	
9. fire	
10. law and order	

Compare your list of "things" with your group members; asking yourselves, "How do words acquire meanings?"; "What is the nature of the relationship between words and referents?"; "What problems can result from misinterpreting the relationship between words and referents?"

PRE-TEST FEEDBACK

Words are symbols. They have denotative meaning if they refer to something outside themselves. But words have this meaning, or relation to other things, because people have so used them. Meaning is a convention, arbitrarily assigned. Sometimes, however, people act as if the relation of words to things were natural, or necessary; this attitude is the source of "word-magic"--a belief that words themselves have meaning, apart from the things they denote. "Word-magic" can result in such things as cliché thinking and incantation. Euphemistic treatment of taboo subjects also results from the symbol-referent relationship. That relationship, and its communicative effects, are the concerns of this packet.

CONCEPTUALIZED STATEMENT

Words are symbols because they denote referents.

SUB-CONCEPTS

A symbol is something that denotes (stands for) something else.

There is no necessary relationship between symbols and their referents; their relationship is conventional because people agree to let some symbols denote certain referents.

Because there is no necessary relationship between words and referents, there is no real or correct meaning for a word.

Word meaning is determined by current usage; this is what the dictionary records.

Confusing the word with the thing--acting as if there were a necessary relationship between words and referents--is called word-magic.

Word-magic may be observed in dialect, superstition, incantation, cliché thinking, taboo words, and advertisements.

BEHAVIORAL OBJECTIVES

1. Given input about how symbols acquire meaning, teachers should be able to conclude that meaning is conventional, arbitrarily agreed upon by language users.

2. Given a role-playing situation, teachers should be able to: (1) engage in cliché thinking by using words as if they give guarantees about referents, and (2) conclude that cliché thinking prevents looking closely at a subject.

3. Given the task of writing a campaign speech, teachers should be able to employ incantation by making the speech applicable to <u>any</u> candidate, and thereby experience an application of "word-magic."

4. Given the task of describing a funeral, teachers should be able to avoid euphemisms in their descriptions, thereby experiencing avoidance of a common means of dealing with taboo subjects.

5. Given several magazine ads, teachers should be able to isolate those that appeal to them most, and thereby experience a communicative attempt at appealing to human symbol-making habits.

6. Given several statements, teachers should be able to identify them as examples of chiché thinking, incantation, euphemisms, or word-magic.

7. Given the "conventional relationship between symbols and referents," teachers should be able to apply that relationship to "dialect" by designing a learning experience which treats the above application.

Situation #1

(They devised) a scheme for entirely abolishing all words whatsoever: and this was urged as a great advantage in point of health as well as brevity. For, it is plain, that every word we speak is in some degree a diminution of our lungs by corrosion; and consequently contributes to the shortening of our lives. An expedient was therefore offered, that since words are only names for things, it would be more convenient for all men to carry about them, such things as were necessary to express the particular business they are to discourse on. And this invention would certainly have taken place, to the great ease as well as the health of the subject, if the women in conjunction with the vulgar and illiterate had not threatened to raise a rebellion, unless they might be allowed the liberty to speak with their tongues, after the manner of their fore-fathers: such constant irreconcileable enemies to science are the common people. However, many of the most learned and wise adhere to the new scheme of expressing themselves by things; which hath only this inconvenience attending it; that if a man's business be very great, and of various kinds, he must be obliged in proportion to carry a greater bundle of things upon his back, unless he can afford one or two strong servants to attend him. I have often beheld two of these sages almost sinking under the weight of their packs, like pedlars among us; who, when they met in the streets would lay down their loads, open their packs, and hold conversation together for an hour; then put up their implements, help each other to resume their burdens, and take their leave.

Jonathan Swift, Gulliver's Travels, part III, chap. 5

Locate the file labeled "Symbol-Referent: Situation #1."

Within your group, complete the following tasks.

1. Devise a means for communicating with one another about objects in the file folder without having the objects physically present.

2. What would be necessary in order for you to communicate about these objects to persons outside your group without having the objects physically present?

3. What conclusions can you draw about the way language symbols get meaning?

Feedback #1

1. No

2. Everyone would have to understand the words and their referents.

3. Words, as symbols, have certain denotative meanings because people have used them in particular contexts. Meaning is a convention, arbitrarily assigned, and is determined by usage, not by dictionaries or English teachers or natural law. Meanings will be different in different regions, cultures, and subcultures. Since meaning is determined by usage, meanings change, in time, as usage changes. Dictionaries record these changes in meaning and specify a word's meaning according to current usage. The current meaning of a word usually bears some resemblance to its historical meanings, but it often is different, too. The historical meaning is not the "real" meaning of the word, nor is the current meaning the "real" one.

Sometimes people behave as if the relation of words to things were natural or necessary: this attitude is the source of "word-magic," a belief that words themselves have meaning, apart from the things they denote.

Situation #2

This is a role-playing situation in which a small community is considering the proposal to build a swimming pool in its integrated high school. Many white parents oppose the pool because they don't want their children swimming with blacks.

Make sure that there are at least three members in your group. Choose one sender you wish to role-play (each member must choose a different sender). In addition to portraying the speaker you choose, you will also role-play two different receivers, the audiences for the other two speakers.

Role-Playing Situations

1. White segregationist parent to other white segregationists.
2. Black parent to other black parents.
3. White segregationist parent to black parents.

In doing this activity, you should follow these steps:

1. Make sure that before you begin your role-playing, you know how you will reveal your sender or receiver-image. To do so, use as many clichés as you can in your portrayal of sender and receiver.
2. Perform the situation. You may or may not wish to write out your speech when you are the speaker. As receivers, however, you should be able to react spontaneously if you understand the receiver-image for the given situation.
3. After each situation, discuss the prejudices that emerged, and answer these questions:
   a. What evidence is there that the things said are clichés rather than carefully thought-out generalizations based on personal experience?
   b. What are the dangers in using such cliché thinking?
   c. What does cliché thinking indicate about the person using it?
   d. What are the general characteristics of clichés? That is, how can you recognize them in your everyday world? Give examples of clichés that you have found in your own experience.
   e. How are clichés an example of word magic?

Feedback #2

The following points about clichés should have emerged in your discussion. If they did not, consider them now and discuss their validity as evidenced in your role-playing situations.

(a) Clichés "do not consist of picking out words for the sake of their meaning and inventing images in order to make the meaning clearer. It consists of gumming together long strips of words which have already been set in order by someone else."

George Orwell

(b) Cliché thinking may prevent one from looking closely at his subject and may lead him into making broad generalizations that may have no basis in fact.

(c) It indicates that the person may be content to take things at face value, that he may be either narrow-minded or naive enough to take others' word without investigating for himself, or merely that he is lazy.

(d) General characteristics: They are ready-made words and phrases that do not require much observation or thought on the part of the sender; hackneyed expressions that do not convey much information from sender to receiver. Examples: bustling metropolis; the threat that requires eternal vigilance.

(e) It is an example of word magic in that it is a belief that words (clichés in this case) give us guarantees about things (the things the clichés depict).

Situation #3

Assume that the Presidential election is not far off. Nobody knows exactly who the candidates will be or what their stands on the issues will be. Write and present to your group a three-minute campaign speech that would be suitable for <u>any</u> candidate regardless of his party or his stands on the issues.

After all have read their speeches, consider these questions:

1. How alike were the speeches? In what ways? (word choices, substantive material, style, etc.)

2. What effect did each speech have on the group? Why?

3. Did many clichés appear in the speeches? Did any appear in <u>all</u> the speeches? What conclusions can you draw about the use of clichés (when are they used? what effect do they produce?)?

4. To what extent do words sometimes become a substitute for purposeful action? Give examples from your speeches.

5. To what extent do words have the power to conceal, rather than reveal, reality? Give examples from your speeches.

Feedback #3

Answers 1, 2, and 3 will depend on your speeches.

Answers 4 and 5 can be found in this passage:

Incantation is an indication that people sometimes believe in the magical power of words to change circumstances; by repeatedly affirming health, welfare, happiness, and so forth, you will actually bring about health, welfare, and happiness. Sometimes, such incantation may, in fact, contribute to the desired result. It may, however, become a substitute for purposeful action. In addition, it may serve to conceal, rather than reveal, reality. For example, John Kenneth Galbraith states that the conditions which gave rise to the stock market crash of 1929 were obscured by repeated public affirmations by prominent Americans that the economy was basically sound--nothing to worry about.

Situation #4

Write a description of a funeral without using any euphemisms and read it to your group. (For an operational definition of "euphemisms," see Stageberg and Anderson, Readings on Semantics, p. 43.) Then discuss individual reactions to your description.

1. Why did each person react as he did?
2. Was each one reacting to the words, their referents, or both?
3. What conclusions about taboo words and their referents can you draw?
4. How are taboo words and euphemisms an example of word magic?

Feedback #4

In your discussion, you should have concluded some of these things about taboo words and their referents:

Taboo words often pack their magical punch because people do loath the things that the words denote. The "magic" consists in the transference of the loathing from the thing to the word itself. Taboo words are an index of culture. Middle-class American mores, for example, are implicit in taboo language concerning sex, bodily functions, and death. To study such phenomena is to discover fears and values concealed in the interstices of language. Euphemisms arise so that we can discuss the referents of taboo words.

Situation #5

Locate the file labeled "Symbol-Referent: Situation #5."

In your small group, look through the advertisements provided for this situation and choose the one(s) you find the most effective. Then answer these questions:

1. Why is each ad that you have chosen effective?

2. Do the effective ads use any common technique(s) that the ineffective ones do not? If so, what is that (those) technique(s)?

3. What is wrong with responding to words in ads as if they were things, or necessarily related to things? Is this ever justifiable?

Feedback #5

Read this excerpt:

> Personally, I rather like the advertising that sells a product for its expressive value; it is so nicely adapted to our symbol-making habits. Some of those who rail against this kind of advertising seem to feel that it is necessarily a cheat to sell the consumer a symbol, as if the only real goods in the world were those that satisfy hunger and thirst. Behind this view too is that stubborn dualism which thinks of anything psychological as insubstantial and unreal. But we are not animals that we should select food for its nutritive value alone, or buy clothing for its ability to keep out the cold. The symbol that helps me to think well of myself may do me as much good as the meal that keeps me alive.
>
> Roger Brown, Words and Things

Do you agree with Brown? Look again at the ads you chose as effective.

By what standard is Brown right?

Situation #6

As you have discovered, there are many ways in which we confuse words and their referents. Among these are: word magic, incantation, cliché thinking, and taboo words. Fore each of the following statements and on a separate sheet of paper, indicate which technique is at work. (In a sentence where a word or group of words is underlined, indicate the technique of only those words.)

1. The U.S. considers itself the guardian of the Free World.
2. Any beer named after a city famous for good beer must taste good.
3. A general unable to win a war earnestly reports to his superiors that the war is going very well indeed.
4. The balmy breeze rustled softly through the trees, whispering her name.
5. She is a lady of the streets.
6. A student who has a test the next day: "If I don't know it now, I never will."
7. School administrator: "We want to assure you that our curriculum is relevant to the needs of the whole child."
8. A salesman staring at himself in the mirror: "I am a tiger!"
9. The People's Army of Red China is quite powerful.
10. Many senior citizens live in rest homes.

After making individual responses, compare with your group members. Then go on to the feedback.

Feedback #6

1. word magic--not all non-communist nations are free in any ordinary sense of the word.
2. word magic--suggests a necessary relationship between word and thing
3. incantation--to conceal reality rather than reveal it
4. cliché--overworked words and phrases
5. taboo words--euphemism
6. incantation--to serve as a substitute for purposeful action
7. cliché--"educationalese"
8. incantation--to contribute to desired result
9. word magic--little popular control is in fact exercized
10. taboo words--euphemisms

POST-TEST

The relationship between symbols and their referents is conventional (arbitrary), not necessary. This notion applies significantly to the concept of "dialect." Design a learning experience for secondary students (at any level) which applies the symbol-referent relationship to dialect in some manner.

Post-Test Feedback

Take your design to a workshop leader for his reaction.

INSTRUCTIONAL PACKET EVALUATION
Symbol-Referent

- Interest -				- Importance -		
High	Medium	Low		High	Medium	Low
			1. This packet as a whole			
			2. The major concepts			
			3. The activities as a whole			
			4. Situation #1			
			5. " 2			
			6. " 3			
			7. " 4			
			8. " 5			
			9. " 6			
			10. The feedback in the packet			

	Very	Ade-quately	Not Very
11. How well did this packet meet your expectations?			
12. How well did this packet meet your needs?			
13. How successful do you feel you were with the packet?			
14. How clearly were the concepts and sub-concepts defined?			
15. How clear were the directions in the packet?			
16. How challenging were the activities for you?			
17. How helpful was the feedback?			
18. How conducive was the unipac to personal creativity?			

19. Suggested changes:

ED 082198

Title III
Language Arts
M/I/R/I Project

An

Instructional Packet

On

Denotation and Connotation

Thomas L. Swenson, Coordinator
Alice Kaderlan, Project Writer
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Madison Public Schools

CS 200 669

Corlyn paused at the entrance to the room and glanced about. A well-cut black dress draped subtly about her slender form. Her long blonde hair gave her chiseled features the simple frame they required. She smiled an engaging smile as she accepted a cigarette from her escort. As he lit it for her she looked over the flame and into his eyes. Corlyn had that rare talent of making every male feel that he was the one man in the world.

She took his arm and they descended the steps into the room. She walked with an effortless grace and spoke with equal ease. They each took a cup of coffee and joined a group of friends near the fire. The flickering light danced across her face and lent an ethereal quality to her beauty. The good conversation, the crackling logs, and the stimulating coffee gave her a feeling of internal warmth. Her eyes danced with each leap of the flames.

Corlyn halted at the entrance to the room and looked around. A plain black dress hung on her thin frame. Her stringy bleached hair accentuated her harsh features. She smiled simply as she took a cigarette from her escort. As he lit it for her she stared over the lighter and into his eyes. Corlyn had a habit of making every male feel that he was the last man on earth.

She grasped his arm and they walked down the steps and into the room. She walked as fast as she talked. They each reached for some coffee and broke into a group of acquaintances near the fire. The flickering light played across her face and revealed every flaw. The loud talk, the fire, and the coffee she had gulped down made her perspire. Her eyes grew more red with each leap of the flames.

In this packet, you will discover the elements of denotation and connotation on your own, and will then construct a series of situations that would convey those concepts to a given receiver or group of receivers. To do so, follow these steps:

1. Read the general definitions of denotation and connotation in this packet.

2. Do outside reading on denotation and connotation from among the sources listed in this packet.

3. After synthesizing what you have read, construct a series of statements (conceptualized statement and sub-concepts) that capture the communicative significance of the two terms.

4. Take your list of concepts to a workshop leader for discussion and then compare your list with the sample ones in the "Denotation - Connotation" file.

5. Construct a series of situations through which receivers (your students, for example) could be put and which would provide them with the experience necessary to understand your concepts. (If you do not feel qualified yet to do this packet, you might put it aside and do it later after you have worked through several other instructional packets.)

6. Take your situations to a workshop leader for discussion.

7. When you have finished this packet, add your statements and situations to the Denotation and Connotation file.

GENERAL DEFINITIONS

Dennotative language is often referred to as objective because it gives information about objects (referents) as opposed to subjects (senders talking about the referents).

Connotative language is often referred to as subjective or expressive because it gives information about objects only as those objects are colored by the sender's (subject's) view of them.

Thus, the denotation of a word is equivalent to its referent or class of referents, whereas the connotation of a word is the affective response it arouses in the persons who hear (read) it.

SOURCES

1. John C. Condon, Jr., Semantics and Communication, Chapter 4.

2. S. I. Hayakawa, Language in Thought and Action, Chapter 6.

3. James L. Sanderson and Walter K. Gordon, Exposition and the English Language, pp. 348-377.

4. Norman C. Stageberg and Wallace L. Anderson, Readings on Semantics, pp. 16-54.

5. "The Meaning of Meaning" A Unit in Semantics, Madison Public Schools Guide, pp. 49-71.

6. Hugh R. Walpole, Semantics: The Nature of Words and Their Meanings, Chapter 2.

PACKET EVALUATION

Denotation and Connotation

- Interest -				- Importance -		
High	Medium	Low		High	Medium	Low
			1. This Packet as a whole			
			2. The major concepts			
			3. The tasks in the packet			
			4. The sources in the "			
			5. The feedback in " "			

	Very	Ade-quately	Not Very
6. How well did this packet meet your expectations?			
7. How well did this packet meet your needs?			
8. How successful do you feel you were with the packet?			
9. How clearly were the concepts and sub-concepts defined?			
10. How clear were the directions in this packet?			
11. How challenging were the activities for you?			
12. How helpful was the feedback?			
13. How conducive was the packet to personal creativity?			

14. Suggested changes:

Title III
Language Arts
M/I/R/I Project

An Instructional Packet On Appropriateness

Thomas L. Swenson, Project Coordinator
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CS 200 669

A New York plumber wrote the Bureau of Standards that he had found hydrochloric acid fine for cleaning drains, and was it harmless? Washington replied: "The efficacy of hydrocholoric acid is indisputable, but the chlorine residue is incompatible with metallic permanence."

The plumber wrote back that he was mighty glad the Bureau agreed with him. Whereupon the Bureau replied with a note of alarm: "We cannot assume responsibility for the production of toxic and noxious residues with hydrochloric acid, and suggest that you use an alternate procedure." The plumber was happy to learn that the Bureau still agreed with him.

Then Washington exploded: "Don't use hydrochloric acid, it eats the hell out of pipes!"

In this
packet we are
concerned with the
appropriateness of the
rhetoricl elements to each
other in an effective message.
Before beginning the activities,
read the short explanations of each
rhetorical element that begin on
the next page. If you are un-
sure about any of the ele-
ments, consult either
the unipac that deals
with that particular
element, or a work-
shop leader.

Receiver-Image

English is not just "good", it is good (appropriate) in a particular situation. You hail your best friend with a "Hiya, Jeannie," and say to a friend of your father, "Hello, Mr. Jones." Your boss gets a "Good morning, Mr. Hartwig." Why not say "Hiya, John" to your boss? Why not "Good morning, Jeannette" to your friend? The answer is that you automatically change gears--you use the kind of language that is appropriate to each person.

Some common enemies of appropriateness to the receivers are: talking down--laboring the obvious and so implying that their information is very limited; talking over their heads--employing words, allusions, or foreign phrases beyond their comprehension, in a display of one's superior knowledge; expressing false enthusiasm or Pollyanna--like cheerfulness; using ineffective humor--back-slapping familiarity, sarcasm, or exaggeration not suited to the receivers or subjects; making dogmatic, aggressive or conceited pronouncements.

Point of View

Very often, the sender's purpose suggests a point of view. If his purpose is to inform, factual reporting is most important. As a result, a neutral, objective point of view would be appropriate, whereas a strongly biased point of view would be inappropriate.

A sender has used language effectively if he has presented the facts clearly to the particular audience for whom his message is intended. By choosing facts that support his opinion, the sender may convince his receivers to believe as he does; but his receivers should have a clear picture of his sender-image. In addition, his point of view must be appropriate for his subject, tone, form, medium, and occasion in order for his message to be effective.

Form

The choice of a form may be suggested by the medium for which the form is intended. If you are writing for an examination booklet, a friendly letter would not be appropriate. The nature of the subject may suggest an appropriate form. If you have selected an abstract subject such as love, you may convey the message best through a poem. A news article would not be appropriate.

If you are attempting to gain the understanding of a particular audience, an appealing form may be the most appropriate way to achieve this. If you want to apply for a job at Copps, it would not be appropriate to write a friendly letter. A job application form would be appropriate.

The purpose and occasion of your message might also affect your choice of form. If you wanted to sell your '57 Ford, advertising copy would be appropriate, whereas a news article would not. Sender-image also affects form. If you speak more fluently than you write, you would probably choose a speech instead of a critical essay if you were given a choice.

Purpose

In communicating effectively, it is essential to consider not only your own purpose but that of your receivers. If, for example, your receivers expected to be entertained (if that's what they had been led to believe), it would be inappropriate for your purpose to be to convince. Purpose affects and is affected by all the other rhetorical elements. If the occasion was a fund-raising dinner for the Amerian Cancer Society, as keynote speaker your purpose would most likely be to move to action. If your subject were the legalization of marijuana, your purposes would probably be to inform, convince, and move to action. If your medium is a cartoon, your purpose would be to entertain, and not, for example, to impress.

Occasion

The occasion often suggests a subject. A history teacher who coaches football can deliver a lecture on the causes of World War II in his classroom. However, if he were asked to speak after school at a football pep rally in the auditorium, the same subject would be inappropriate.

In the same way, the occasion may suggest a tone. Your neighbor is the manager of a local department store. He is a Packer fan and you favor the Detroit Lions. In the evening, you have often argued the results of your team at backyard barbecues. However, when you see him on business at his store, your whole communication changes. Your point of view, tone, sender-image, receiver-image, purpose, and dialect changes.

Dialect

Many dialects are "social" ones in that social status and intended audience are important in influencing the dialect one uses. Language styles and dialects are subcategories of an individual's speech, used according to the situation he is in. Selecting the proper style for a given occasion, purpose, point of view, tone, sender-image, subject, form, and medium are not primarily linguistic decisions but social ones. Whereas one dialect may not be appropriate in one situation, it may be entirely appropriate in another, depending on the other rhetorical elements at work.

Sender-Image

The appropriate level of usage for a particular audience (receiver) and occasion is necessary for a sender to consider. His choice of language reveals a great deal about him, his attitude, his tone, and his assumptions about his audience.

For example, heavy words may suggest a stuffy, pompous person or an affected person trying too hard to impress others with his vocabulary (a pedant). Language that is too colloquial may suggest a casual or careless person, not concerned enough with his material and his receivers to work for better expression.

Subject

The subject of a message should be appropriate to the occasion, receiver, purpose, etc. While a composition or speech by a seventh grader about his after-school responsibilities at home may be appropriate for a seventh grade class, it would not be appropriate for his participation in an all-school assembly on Columbus Day. Similarly, the male speaker who has been invited to speak to the Women's Garden Club would do well to avoid a subject such as devaluation of the English pound.

Media

Media, the channel through which the message is sent, may also be appropriate or inappropriate, depending on the other elements of the message. The tenth grader, who has a tidbit to share with his buddy two rows away, will likely use the medium of a note rather than speech, if only because he doesn't wish to be caught talking by the teacher. If the citizen disgusted with sonic booms wishes to express his opinions, he must decide first who his audience is to be. Deciding whether to communicate through speech or writing is also often a matter of appropriateness.

Tone

The expression of the communicator's attitude(s)--serious or facetious, hostile or friendly, sarcastic or sentimental, etc.--is very much a part of tone, and the tone is appropriate or inappropriate as the attitudes are suited or unsuited to the receiver, the material, and the personality of the sender.

Here is a list of the major rhetorical concepts we are concerned with in considering appropriateness:

Subject
Sender-Image
Receiver-Image
Purpose
Tone
Point of View
Form
Media
Occasion
Dialect

As you have discovered, they are interrelated in an effective message. We have provided you with <u>one</u> element for each of ten messages. You are to construct an effective message, making sure that all the other rhetorical elements are <u>appropriate</u> to the given one and to each other, for <u>each</u> element provided, so that you will construct ten (10) messages in all.

After each message, write a brief paragraph in which you explain why you made the language choices you did. Then give your message and paragraph to another participant for reaction, and then to a workshop leader for discussion.

These are the given elements:

1. Subject: How to Identify Marijuana Plants
2. Occasion: Annual Meeting of the Tea Taster's Association
3. Tone: ironic
4. Purpose: to entertain
5. Form: a love letter
6. Point of view: against
7. Sender-Image: an eccentric 80 year old inventor, who only invents what has already been invented
8. Medium: a cartoon
9. Receiver-Image: A group of ladies over 75 years of age
10. Dialect: "nonstandard" English

UNIPAC EVALUATION
Concept: Appropriateness

- Interest -				- Importance -		
High	Medium	Low		High	Medium	Low
			1. This packet as a whole			
			2. The concept of appropriateness			
			3. The tasks in this packet 3. The tasks in this packet			
			4. The feedback 4. The feedback			

	Very	Adequately	Not Very
5. How well did this packet meet your expectations?			
6. How well did this packet meet your needs?			
7. How successful do you feel you were with this packet?			
8. How clear were the directions in the packet?			
9. How challenging were the tasks for you?			
10. How helpful was the feedback?			
11. How conducive was this packet to personal creativity?			

12. Suggested changes:

ED 082198

Title III
Language Arts
M/I/R/I Project

An

Instructional Packet

On

Dialect

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Alice Kaderlan, Project Writer
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Madison, Wisconsin

CS 200 669

THE LION By Gerry Lynn

Sometimes in July and August, it gets too hot you just can't think. I mean, man, you can tell a guy who never been in the city, he jus don' dig you. He say, "What gang you belong to," or somethin stupid like that. You bop with a gang and you can't get nowhere. You jus stan around on the streets an do nothin. It gets so hot you jus can't go no place.

Mos guys go to the beach, but heck, man, the beach so crowded it's worse than the street. Me, I like to go to the park. You get in there an start walkin, an pretty soon you don't hear the city no more; jus like it desappeared or somethin. Then I start thinkin I'm in the woods an I run like there ain't no more people yellin, no more traffic; like I was all alone, you know? I'm all alone an no body can stop me. I'm like the only person in the world.

Then, after a while, I jus sit under some trees and don't see no body when they passes by, jus thinkin how cool an quiet it is. An when I start thinkin I start smilin, an everybody gimme this queer look. Heck, man, if somebody comes over an asks me "What's wrong with you, boy, you sick or somethin?" I'd jus look at him an smile. Ain't nothin wrong with me, man, they's somethin wrong with you. After a while I head for the zoo.

The zoo is my favorest part of the park. When I go there, I don't look at no other animal 'cept the lion. I didn't used to look only at him, but one day I was jus standin round lookin at the ol' lion in his cage an he jus sat there with his back to me not lookin at no body. I jus stayed there maybe 15-20 minutes and then he stuck up his head like he knowed somebody was watchin him, and he turned aroun an he give me this queer look, I swear he did. It was the kind of look you don't forget.

From then on I come to that cage every time I went to the park an even then he give me a special look, jus like he knowed who I was. It kills me when them kids come with their mommas an their mommas say, "Now stan back, don't get too close, that lion he eat you up!" an the kids they hide their heads in their mommas skirts an say, "Take me a-away, Momma, please!" That ol' lion he wouldn hurt no body. He jus lays aroun an don want nothin but to be left alone an fed.

I dream sometimes about lettin that lion out. An he'd go walkin all aroun the park an everybody'd run around crazy-like, an the mommas 'd grab their kids an go runnin an the cops 'd come with their big guns an they'd get everybody out an hunt him down like they was in Africa or somethin. Then they'd kill him cause they figger he'd kill sonebody else.

Man, that lion couldn't kill, he don' know how. You let him out an he jus look for some soft spot to sleep till supper time comes round. Then he jus go lookin for some food an he go back to sleep. That's what bugs that ol' lion, everybody gawkin at him all the time.

I say to the lion once, "Hey there, how you like you cage?" but he jus look back at me like he sayin, "Hey there, black boy, how's yours?"

Your study of dialect will center on individual research. We have listed five assertions and several hypotheses that might be inferred from each assertion. You may research any or all of the hypotheses. Included in this packet is a bibliography of sources that you may use. Before beginning your research, read Roger Shuy's short book, Discovering American Dialects. If at any time in the course of your research you wish to consult a workshop leader or other participants, do not hesitate to do so. If you wish to do research on a hypothesis that we have not included, check with a workshop leader before doing so.

PRE-TEST

Circle "Strongly Agree," "Agree," "Disagree," "Strongly Disagree" to indicate your feelings toward each statement. There is no right or wrong answer, so express your attitudes as honestly as possible. This survey cannot be graded. Please do not write on this page; an answer sheet is located in the Dialect file.

1. Midwestern speech is better than Southern speech.

STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE

2. Midwesterners speak with no obvious dialect.

STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE

3. A British accent sounds better than a Southern drawl.

STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE

4. I feel President Kennedy's New England speech was preferable to President Johnson's Texas drawl.

STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE

5. People with a western twang should try to improve their speech.

STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE

6. I should always use "whom" when it is correct in a sentence.

STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE

7. A person should avoid slang as much as possible.

STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE

ASSERTIONS AND HYPOTHESES

1. The prestige of a variety of the language is dependent on the prestige of the people who use it. The sharper the class divisions in a society, the easier it is to determine what the prestigious variety of the language actually is. The more fluid the society, the greater the difficulty in determining whose speech is the model to emulate.

   a. A middle class "common speaker" (farmer, semiskilled and skilled worker, technicians, low-grade civil service employee, etc. with a high school education) in a university community uses more cultivated speech than a doctor or school superintendent in a small, rural community.

   b. People who have had the same amount of education speak the same variety of the language, almost regardless of where they live.

2. Our first reaction may be to assume that all speakers of English use the same words. Nothing could be further from the truth; our language contains a vast number of synonyms to show different shades of meaning or reveal as much of our inner feelings as we want to. Some of these vocabulary choices are made deliberately. We use other words, however, without really knowing that our vocabulary is influenced by our audience.

   a. College-educated people use different words and expressions in discussing the times of day and weather conditions than do high school educated people.

   b. High school students use different words and expressions in discussing clothes and cars than do college students.

3. Today, the problems of urban living have attracted attention, including social dialects and styles which need to be learned and used to meet different situations. Social status and intended style are important in influencing the dialect one uses.

a. "Non-standard" speech is not inherently inferior, but rather less socially acceptable than "standard" English in certain situations.

b. Because the social status of people who speak "non-standard" English is inferior to those who speak "standard" English, "non-standard" speech is inherently inferior to "standard" speech.

c. The pressures exerted by adolescent peer groups against deviation from their accepted language pattern work against the speaker of "non-standard" English in learning "standard" English.

4. Language styles are subcategories of an individual's speech used according to the situation he is in. Selecting the proper style for a given occasion and shifting from one to another as the circumstances change are not primarily linguistic decisions but social ones. Learning to make such decisions quickly and accurately is part of the process of socialization that we all must go through.

a. People use different language styles when they talk with people they know very well and when they talk with acquaintances in casual conversation.

b. Pre-school children usually have only one language style.

c. People use the same language style when they write expository discourses and when they write legal documents.

5. There was a college professor of English, a native speaker of educated English, who needed a rare part for his car. He consulted a colleague who had at one time been a garage mechanic. The colleague told him where to telephone to inquire for the part, but added, "You'd better let me do the phoning; it'll cost you twice as much if you do it."

a. The above anecdote illustrates accurately that use of vernacular speech enhances communication in certain situations.

b. The above anecdote is <u>not</u> accurate. Native speakers of vernacular may be turned off if anyone outside their immediate work community uses their vernacular.

SOURCES

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2. The English Language, An Introduction, W. Nelson Francis, Norton, 1963, Chaper Six

3. The Structure of American English, W. Nelson Francis, Ronald Press, 1958, Chapter Nine

4. Non Standard Dialect, Board of Education of New York City, NCTE, 1967

5. "Should Ghettoese Be Accepted", William Rasberry in Todays's Education, April, 1970

6. "Bi-Dialecticalism: The Linguistics of White Supremacy," James Sledd, English Journal, Dicember, 1969.

7. Record, "Varieties of English," Holt, Rinehart, Winston, 1968.

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10. The Underachieving School, John Holt, Pitman, 1969, pp. 108-110

11. Dialects-U.S.A., Jean Malmstrom and Annabel Ashley, National Council of Teachers of English, 1963, pp. 37-44

12. The American Language, H. L. Mencken, ed. Raven I. McDavid, Jr., Knopf, 1963

13. The Five Clocks, M. Joos, Harcourt Brace & World, 1962

POST-TEST

If you get any of the questions wrong, you should research the proper answer.

1. What is a dialect?

2. How do linguists determine dialects?

3. Discuss the common factors that influence formations of Dialects.

4. For each of the following groups of Wisconsin place names, indicate how they arose.

A	B	C
Sun Prairie	La Crosse	New Glarus
Wisconsin Rapids	Fond du Lac	Lake Geneva
Green bay	Prairie du Chien	Poland

D	E
Mt. Horeb	West Salem
Sharon	Cambridge
Mt. Calvary	Plymouth

5. Do you speak a dialect?

6. What are the three <u>basic</u> American dialectic regions?

7. Discuss the three elements (aspects of language) that differentiate dialects.

8. Discuss the basis for the relative prestige of "standard" vs. "non-standard" English usage.

<u>True</u> or <u>False</u>

9. Language is a form of social behavior.

10. Regional dialects reflect the socio-economic life of the people who speak them.

11. Some dialects are inherently better than others.

POST-TEST ANSWERS

1. The shared language habits of a speech community comprise a dialect.

2. Through the scientific techniques and methodology called Dialectology or Linguistic Georgraphy as described by Francis on pp. 485-494 in The Structure of American English.

3. History, geography and natural features, the influence of large urban centers, foreign influences, and population shift

4. A. geography and natural features
   B. early French influence
   C. foreign settlers
   D. religious orientation of early settlers
   E. Westword migration

5. Yes, we all speak a dialect of some sort.

6. Northern, Midland, and Southern

7. grammar, vocabulary, and pronunciation

8. based on social acceptance rather than on characteristics inherent in the language

9. True

10. False, they reflect the environment and culture; Cultural dialects reflect the socio-economic life.

11. False. If you get this wrong, where have you been?

INSTRUCTIONAL PACKET EVALUATION
Concept: Dialect

- Interest -				- Importance -		
High	Medium	Low		High	Medium	Low
			1. This packet as a whole			
			2. The concept of "dialect"			
			3. The research assertions and hypothesis as a whole			
			4. Assertion #1			
			Hypothesis "a"			
			" "b"			
			5. Assertion #2			
			Hypothesis "a"			
			" "b"			
			6. Assertion #3			
			Hypothesis "a"			
			" "b"			
			" "c"			
			7. Assertion #4			
			Hypothesis "a"			
			" "b"			
			" "c"			
			8. Assertion #5			
			Hypothesis "a"			
			" "b"			

	Very	Adequately	Not Very
9. How well did this packet meet your expectations			
10. How well did this packet meet your needs?			
11. How successful do you feel you were with this packet?			
12. How clear were the directions in this packet?			
13. How challenging were the questions?			
14. How conducive was this packet to personal creativity?			

Now indicate your feelings toward each of the following statements:

SA	A	D	SD	
				15. Midwestern speech is better than Southern speech.
				16. Midwesterners speak with no obvious dialect
				17. A British accent sounds better than a Southern drawl.
				18. I feel President Kennedy's New England speech was preferable to President Johnson's Texas drawl.
				19. People with a western twang should try to improve their speech.
				20. I should always use "whom" when it is correct in a sentence.
				21. A person should avoid slang as much as possible.

22. Suggested changes:

Please give us some feedback about this unipac by completing the following inventory.

- Interest -				- Importance -		
High	Medium	Low		High	Medium	Low
			1. This unipac as a whole			
			2. The curricular theory described in this unipac			
			3. The activities in this unipac as a whole			
			4. Activity #1			
			5. Activity #2			
			6. " #3			
			7. " #4			
			8. " #5			
			9. " #6			
			10. " #7			
			11. " #8			
			12. " #9			

SUGGESTED CHANGES:

THE END

ED 082198

Title III
Language Arts
M/I/R/I Project

An

Instructional Packet

On

Occasion

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CS 200 449

This instructional

packet is to be done

as a GROUP activity;

that is, all of the

work is to be done

together with <u>at least</u>

two other participants.

Go no further until at

least two others are

ready to begin with you.

OVERVIEW

This instructional packet deals with occasion and its implications for effective communication. As used here, the term "occasion" is meant to represent the circumstances that surround an occurrence or happening. The specific dimensions of occasion have been left undefined, however. Your primary purpose in doing this instructional packet will be to try to gain insight into and specify these dimensions. The post-test will ask you to specify them.

The input from which you will try to extract the dimensions of occasion will be a series of communication situations. These situations and the directions for dealing with them begin on the next page.

INSTRUCTIONS

This packet consists of seven communication situations, each of which has two parts. In Part I of each situation, you will need to make a response. You may choose any or all of the responses that you deem appropriate; and for each choice, state your reasons for making that choice in terms of your purpose, tone, point of view, sender-image, receiver-image, and audience anticipation about the sender (you) and your message. Keep in mind that in each situation, you are the sender. If you feel that none of the suggested responses are appropriate, you may construct your own, making sure that you state your reasons.

In Part II of each situation, you are to construct another situation involving the same sender and receiver(s) but which takes place on an occasion different from the given one. List the differences in purpose, tone, point of view, sender-image, receiver-image, and audience (receiver) anticipation that would result from the change of occasion.

This instructional packet is to be done as a group activity; that is, after you have finished each part of every situation, you will meet with at least two other participants to discuss your answers.

Once again, the purpose of this packet is for you to come to an understanding of occasion through the situations so that, as a post-test, you will be able to construct a communication situation and list all the dimensions of occasion that you have discovered.

Bonne chance, buena suerte, ganse glück, and good luck!

Situation #1

A good friend of yours has just had his store windows broken by a mob of students and is very upset. At lunch, he launches into a diatribe against students and ends his momologue by saying, "They should all be lined up and shot, don't you think?" You don't agree at all. What do you say? Why?

Your Language Choices

(1) "I guess you're right, Bob."

(2) "Oh, I don't know, Bob, they're not all that bad."

(3) "You know, Bob, it's precisely that attitude that kids are reacting against."

(4) "Come on, Bob. How can you say such a thing???"

After discussing the above with your group members, each of you should construct a new situation for you and Bob which takes place on a different occasion. In doing so, consider these questions:

1. Did your behavior change on the new occasion? Did Bob's? How?

2. Why did your behavior change? What elements of occasion determined your new behavior?

3. Does each of these elements function alone, or do they operate together to affect behavior?

4. Did any changes in your subject, tone, purpose, point of view, sender-image, and audience (receiver) anticipation result?

Now meet with your group members and discuss your new situations and the resulting changes.

Situation #2

You are a high school student who has been called in to see the principal for having missed one day's school because you went to teach-ins at the university on Ecology Day. The principal reminds you that you may be suspended for having so "blatantly flaunted the school's rules."

Your Language Choices

(1) "You're right that I flaunted the rules because I think they're dumb and oppressive! I have to be the judge of where my most worthwhile time is spent and not anybody else!"

(2) "I learned more in that one day at teach-ins than I have in the three years I've been at this school! At least then I was interested in what was going on!"

(3) "You're absolutely right, and I realize now how careless and unthinking it was of me to miss school that day. I assure you it won't happen again."

(4) "My parents said I had to make my own decision about going to the teach-in. I did and I'm going to stand by it. You can suspend me, but that still won't convince me that what I did was wrong."

After discussing the above situation with your group members, each of you should construct a new occasion for you and the principal. In doing so, consider these questions:

1. Did your behavior change on the new occasion? Did the principal's? How?

2. Why did your behavior change? What elements of occasion determined your new behavior?

3. Does each of these elements function alone, or do they operate together to affect behavior?

4. Did any changes in your subject, tone, purpose, point of view, sender-image, and audience (receiver) anticipation result?

Now meet with your group members and discuss your new situations and the resulting changes.

Situation #3

At a party, you and several others are talking with a foreigner whom you know slightly, and someone asks him what he thinks of Americans. He replies that he finds them "crude and materialistic." You have found the same to be true of his countrymen. What do you say? Why?

Your Language Choices

(1) "It's interesting you should say that because I have found the same thing to be true of your countrymen."

(2) "Don't you think you're being a bit hasty in your judgment? After all, you've only been in the States for two months and you have spent most of that time here. You really haven't seen very much of America."

(3) "How can you make such a statement?! Sure there are Americans who are crude and materialistic, just as there are Britishers, Frenchmen, Italians, and so on who are crude and materialistic. I might add that I've found your countrymen the most crude and materialistic people I've ever met."

(4) I'm sorry but I can't quite agree with you. Yes, there are Americans who are crude and materialistic, just as there are Britishers, Frenchmen, Italians, and so on who are crude and materialistic. I think we are talking about personality, rather than nationality, types."

(5) "I quite agree. You have been a very keen observer."

After discussing the above with your group members, each of you should construct a new occasion for you and the foreigner, considering these questions:

1. Did your behavior change on the new occasion? Did the foreigner's? How?

2. Why did your behavior change? What elements of occasion determined your new behavior?

3. Does each of these elements function alone, or do they operate together to affect behavior?

4. Did any changes in your subject, tone, purpose, point of view, sender-image, and audience (receiver) anticipation result?

Now meet with your group members and discuss your new situations and the resulting changes.

Situation #4

You are a new teacher and one of your administrators has observed your class. He then gives you his written report in which he disagrees completely with your practice of allowing students to work together on tests. He feels very strongly that this is an irresponsible practice and recommends that if you persist in allowing such a practice to continue you will be dismissed at the end of the school year. You feel compelled to set down your ideas on the matter in a very clear and forthright manner in a letter to your administrator.

Your choices for the substance of your reply:

(1) You state that if you were to be fired because of disagreement with one of your techniques this would indicate the administrator's lack of confidence in your professional ability as a teacher, and that you could not be happy in such an environment.

(2) You explain your reasons for believing that kids learn best when they work together and that you want your tests to be a learning experience. You close by saying that although you understand the administrator's objections, you would rather lose your job than short-change your students.

(3) You state that you feel any one school should encompass a variety of techniques and approaches and try to persuade the administrator that you should be premitted to teach in your own way within the school system, and that by dismissing you, he would be doing a great disservice to the notion of academic freedon and its benefits.

After discussing the above with your group members, each of you should construct a new occasion for you and the administrator, considering these questions:

1. Did your behavior change on the new occasion? Did the administrator's? How?

2. Why did your behavior change? What elements of occasion determined your new behavior?

3. Does each of these elements function alone, or do they operate together to affect behavior?

4. Did any changes in your subject, tone, purpose, point of view, sender-image, and audience (receiver) anticipation result?

Now meet with your group members and discuss your new situations and the resulting changes.

Situation #5

You are a famous and respected director who has just completed a new film, in which you try many new and daring techniques and themes. Since you are interested in audience reaction, you are touring with the film and holding discussions of it after each showing. The basic theme of your film is the conflict between loyalty to the State and loyalty to one's own convictions. The main character is a draft dodger who cannot accept the notion of serving in what he deeply believes to be an immoral war.

Choose any of the following occasions on which you would show the film.

(1) a meeting of the army reserves

(2) a meeting of the Draft Dodgers Association in Canada

(3) as part of a film series at a large, liberal university

(4) at the only movie theater in a small, rural town in Nebraska

After discussing the above with your group members, each of you should construct a new situation involving you as a film director and another of your films which takes place on a different occasion. In doing so, consider these questions:

1. Did your behavior change on the new occasion? How?

2. What elements affected your choice of a new occasion?

3. Does each of these elements function alone, or do they operate together to affect your choice of occasion?

4. Did any change in your subject, tone, purpose, point of view, sender-image, receiver-image, and audience (receiver) anticipation result?

Now meet with your group members to discuss your new situations and the resulting changes.

Situation #6

A senator from your state has just made a statement to the effect that the bussing of school children in your state should be stopped because it infringes upon individual freedom. This statement disturbs you greatly. Since the senator is up for re-election, you feel that you might accomplish something if you voice your concern. The question is, on what occasion to do so? Which of the following would you choose? Why?

(1) Write letters now to all the major newspapers in your state.

(2) Write letters to all the major newspapers in your state two weeks before the election.

(3) Since the senator is coming to your community in late August, you organize a protest group to talk with him when he comes.

(4) Leaflet your community a day before the election.

After discussing the above with your group members, construct a new situation involving you and the senator. Then consider these questions:

1. Did your behavior change on the new occasion? Did the senator's? How?

2. Why did your behavior change? What elements of occasion determined your new behavior?

3. Does each of these elements function alone, or do they operate together to affect behavior?

4. Did any changes in your subject, tone, purpose, point of view, sender-image, and audience (receiver) anticipation result?

Now meet with your group members to discuss your new situations and the resulting changes.

Situation #7

You are a young artist intent on breaking down the taboo on revealing the unclad human body. As a result, you have produced a series of "erotic" lithographs which, though they are more explicit than most, you feel are truly fine works of art. In them, you have tried to convey the warmth and beauty of the human body (male and female).

Indicate on which of the following occasion(s) you would exhibit your work. Why?

(1) at a very small, posh art gallery in New York City

(2) in the lobby of an art theater that typically shows "skin" flicks in a large, very conservice Western city

(3) as part of a traveling exhibit that displays only the works of new artists

(4) at a well-known museum in a large Southern city

After discussing the above with your group members, each of you should construct a new situation involving you as an artist and another of your works. Consider these questions:

1. Did your behavior change on the new occasion? How?

2. What elements affected your choice of a new occasion?

3. Does each of these elements function alone, or do they operate together to affect your choice of occasion?

4. Did any change in your subject, tone, purpose, point of view, sender-image, receiver-image, and audience (receiver) anticipation result?

Meet with your group members to discuss your new situations and the resulting changes.

POST-TEST

Now that you have dealt with a series of communicative occasions, you should have gotten some insights into the dimensions of occasion. Conclude your study by following the steps below.

1. Brainstorm with your group members about the specific dimensions of occasion. List all the specific items that anyone in the group suggests.

2. Suggest categories into which the specific items can be grouped. Be prepared to differentiate each category from each other category.

3. Speculate about the communicative implications of each of your categories.

4. Formulate some generalizations about the relationships between occasion and communicative success.

5. Present your categories, implications, and generalizations to a workshop leader (who will supply you with feedback).

PACKET EVALUATION
Concept: Occasion

-Interest-				- Importance -		
High	Medium	Low		High	Medium	Low
			1. This packet as a whole			
			2. The major concept			
			3. The activities			
			4. Situation #1, Part I			
			5. " " " II			
			6. " #2, Part I			
			7. " " " II			
			8. " #3, Part I			
			9. " " " II			
			10. " #4, Part I			
			11. " " " II			
			12. " #5, Part I			
			13. " " " II			
			14. " #6, Part I			
			15. " " " II			
			16. " #7, Part I			
			17. " " " II			
			18. The feedback in the packet			

	Very	Ade-quately	Not Very
19. How well did this packet meet your expectations?			
20. How well did this packet meet your needs?			
21. How successful do you feel you were with this packet?			
22. How clearly were the concepts and sub-concepts conveyed?			
23. How clear were the directions in this packet?			
24. How challenging were the activities for you?			
25. How conducive was this unipac to personal creativity?			
26. How helpful was the feedback?			

27. Suggested changes: (Use back side if necessary)

ED 082198

Title III
Language Arts
M/I/R/I Project

Instructional Packet

on

Form

and

Media

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CS 200 669

All media work us over completely. They are so pervasive in their personal, political, economic, aesthetic, psychological, moral, ethical, and social consequences that they leave no part of us untouched, unaffected, unaltered. The medium is the message. Any understanding of social and cultural change is impossible without a knowledge of the way media work as environments.

All

media

are

extensions

of

some

human

faculty--

psychic

or

physical.

Marshall McLuhan, The Medium
is the Massage

PRE-TEST

A. Study the photograph provided in the Form and Media folder.

B. Read the following passage from a newspaper:

> "... water is the most abused of the country's many abused natural resources. Besides oil, there are pesticides, agricultural manure and wastes, mining wastes, garbage, sewage, industrial effluents, and detergents to muddy the waters. Some public health authorities believe that thousands of cases of diarrhea, cramps, nausea, and other gastrointestinal disturbances are due to polluted water or to seafood polluted by their habitat. One out of every two Americans is drinking water of uncertain quality."
>
> THE CAPITAL TIMES, April 23, 1970

Answer these questions about <u>each</u> medium (both photograph and the newspaper).

1. What is the medium's purpose in this instance?
2. To what extent does it accomplish this purpose?
3. How? What techniques does it use?
4. Is the form used appropriate to the medium? Why or why not?
5. What are the medium's strengths and weaknesses?
6. What factors probably affected the choice of the medium in this instance?
7. Based on the above experiences, what conclusions can you draw? Which of the two media was more effective in this instance? Why?

Pre-Test Answer

Take your Pre-Test to a workshop leader. If he determines that you have passed it, you have three options. This packet consists of ten situations like the ones you have just experienced, all dealing with different forms and media. We have also provided a bibliography so that you can do individual reading on Form and Media. Therefore, if you have passed the Pre-Test, you may:

(1) go directly to the Post-Test

(2) choose whatever activities in the packet that interest you (situations and readings)

(3) work through the entire packet

If you choose Options 2 or 3, you may take the Post-Test whenever you feel ready. If you choose Option 1 and do not pass the Post-Test, you may then choose from the packet those activities that interest you and take the Post-Test again whenever you feel ready.

In this instructional packet, you will go through a series of experiences on form and media. After each pair of situations (except Situations 5-6 and 9-10), you are to answer in an essay the following questions for each medium.

1. What is the medium's purpose in this instance?
2. To what extent does it accomplish this purpose?
3. How? What techniques does it use?
4. Is the form used appropriate to the medium? Why or why not?
5. What are the medium's strengths and weaknesses?
6. What factors probably affected the choice of the medium in this instance?
7. Based on the above experiences, what conclusions can you draw? Which of the two media was more effective in this instance? Why?

Situations 1 and 2

1. Read the story, "An Occurence at Owl Creek Bridge."

2. Watch the film, "An Occurence at Owl Creek Bridge."

Answer the listed questions.

Situations 3 and 4

3. Study the photograph provided in the Form and Media folder.

4. Read the following passage from a newspaper:

> "... water is the most abused of the country's many abused natural resources. Besides oil, there are pesticides, agricultural manure and wastes, mining wastes, garbage, sewage, industrial effluents, and detergents to muddy the waters. Some public health authorities believe that thousands of cases of diarrhea, cramps, nausea, and other gastrointestinal distrubances are due to polluted water or to seafood polluted by their habitat. One out of every two Americans is drinking water of uncertain quality."
>
> THE CAPITAL TIMES, April 23, 1970

Answer questions

Situations 5 and 6

5. You are the campaign manager for a mayoral candidate in Stoughton, Wisconsin. Because of limited funds, time, volunteer help, etc., you have only three opportunities to convince people to vote for your candidate.

   What decisions would you make on items a through d below?

   Design examples of the forms and media you would use. If, for example, you would distribute bumper stickers, design one you might use. For each form and medium you employ, indicate why you have chosen it.

   a. What media will you use? radio? television? newspaper? leaflet? public appearance? bumper sticker?...

   b. What "physical" forms will you primarily use? writing? speech? pictures?...

   c. What "literary" forms will you use? commercial? ad? letter? essay? slogans?...

   d. Which three (3) of the following general types of information about your candidate (in addition to previous political experience and affiliations) would you choose to emphasize in your presentation?

      age
      sex
      physical appearance
      occupation
      family
      membership in community organizations
      personality
      education
      religion
      ethnic background
      length of residence in area
      hobbies

6. You are the campaign manager for a mayoral candidate in Chicago. Follow the same procedure listed above to set up the campaign.

Before you meet with other participants to discuss your choices, briefly summarize the differences between your two campaigns and your reasons for those differences.

Situations 7 and 8

Here are the "facts" of a war incident:

> Cambodian troops used a screen of about 100 Vietnamese civilians to draw fire from Viet Cong who were hiding in the town of Saang. Most of the civilians were subsequently killed in the ensuing exchange of fire.

To complete the exercises, you may add whatever facts or circumstances you wish.

7. Write a newspaper account of the incident.

8. Write the words and/or music to a song about the incident.

Answer questions

Situations 9 and 10

9. Set up a complete ad campaign for "Happy Dog" dog food.

   What decisions would you make on the items listed below?

   As in situations 5 and 6, give examples of the techniques you would use and indicate why you have chosen them.

   a. What media will you use? radio? television? newspaper? magazines? bumper sticker? posters?...

   b. What "physical" form will you primarily use?

   c. What "literary" forms will you use?

   d. What specific occasions (time, place, situation, etc.) will you choose to make the presentations?

10. Set up a complete ad campaign for a "Dewey Air Conditioner." Follow the same procedure listed above.

Before you meet with other participants to discuss your choices, briefly summarize the differences between your two campaigns and your reasons for those differences.

As a final activity, to tie together all that you have read and done, watch the 11:00 a.m. showing of "Sesame Street" together with several other participants and a workshop leader. After the program is over, you will discuss it, so keep in mind the following questions for <u>each segment</u> of the show. Since we will videotape the show, you will not need to take notes; but try to pay as close attention as possible to the program as you watch it.

1. What is the segment's purpose? Does it accomplish this purpose? Why or why not?
2. Who is its audience?
3. What medium and form does it use?
4. Is the form used appropriate to the medium? Why or why not?
5. Are both the form and medium appropriate to the given communication situation? Why or why not? If either one or the other is <u>not</u> appropriate, what form or medium do you think would be more appropriate? Why?

Now that you have completed activities 1-10, you probably want to know (if you haven't already assumed) what we have been trying to communicate. To find the answer, read through any or all of the following materials until you have a clear idea of the relationship of form and media to each other and to the subject, audience, purpose, sender-image, and receiver image in a communication situation.

Bibliography

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7. "Manitowoc Guide on Rhetorical Concepts: Form and Media."

POST-TEST

1. What is form? Give examples of several forms.

2. What is a medium? Give examples of several media.

3. On what does an effective communicator base his choice of medium?

4. On what does an effective communicator base his choice of form?

5. What does it mean when McLuhan says that "the medium is the message"? Do you agree? Why or why not?

6. It has been said that "certain media demand a certain form, or, in some cases, a limited choice of forms." Give examples to substantiate this statement. To do this, consider the elements on which form is based and illustrate three or four of them.

7. For each of the following situations, choose one <u>form</u> and one <u>medium</u> that you feel would most effectively accomplish the stated purpose. Substantiate your choices.

    a. to make teenagers aware of the effects of heroin
    b. to express your intimate feelings about prejudice
    c. to express your emotional revulsion to the Vietnam war
    d. to express your opinion on a controversial local issue
    e. to publicize a community event in Milwaukee

8. For each of the forms below, select an appropriate medium from among these:

TV	advertising	dance	poster
film	comic strip	live theater	
radio	photograph	magazine	

    a. a critical essay
    b. a discussion of modern music
    c. a play that depends on close aesthetic identification for its effectiveness
    d. a serialized adventure
    e. a portrait of the urban black's life

9. If you had to choose one form and one medium which you feel best expresses your personality, which would they be? Why?

Post-Test Answers

1. Form is the means or expression through which a message is transmitted. It is the physical and literary framework into which a message is placed. Examples include letter, essay, story, a speech, announcement, etc.

2. Medium is any device or equipment which is normally used to transmit information between persons. It is the channel through which form is transmitted. Examples include TV, radio, newspaper, an ad, photograph, painting, film, etc.

3. Subject, audience, purpose, sender-image, and receiver-image

4. Medium, subject, audience, purpose, sender-image, and receiver-image.

5. McLuhan means that the medium <u>determines</u> the content of the message, that the medium creates a totally new environment. For example, "when machine production was new, it gradually created an environment whose content was the old environment of agrarian life and the arts and crafts. This older environment was elevated to an art form by the new mechanical environment. The machine turned Nature into an art form."

6. (a) If you were writing for an examination booklet, a friendly letter would not be appropriate. You <u>would</u> write an essay.

   (b) If your subject were love, and you chose to convey your message through the written medium, you would most likely choose a lyric form such as a poem or a song.

   (c) If you were applying for a job at Copp's, you would not telephone, but would choose a written medium. If your audience is the personnel manager, you would fill out a job application rather than write a friendly letter.

   (d) If you wanted to sell an amplifier, you would probably choose a newspaper as the best and cheapest medium. Rather than send in a news article, you would advertise it in the classified ads section.

7. Possible answers:

   (a) TV documentary or short film--teenagers are visually dependent and would probably be most affected by what they could <u>see</u> with their own eyes.

   (b) A conversation with a close friend--one would probably share these thoughts only with a select and limited audience.

(c) A painting, photo, or some other means of artistic expression--a formal discussion would probably not work well because it should be based on rational, rather than emotional, processes.

(d) A letter to the editor--this would give your view a somewhat broad circulation and would reach the audience you are addressing.

(e) Radio ad--this would have wider circulation than posters and would not be as expensive as TV advertising.

8. a. a magazine
   b. radio--possibly TV
   c. live theater
   d. comic strip
   e. TV documentary--to reach widest audience possible (shown at "prime time," naturally)

9. We asked this question for purely introspective purposes. So, introspect, introspect!

INSTRUCTIONAL PACKET EVALUATION
Concept: Form and Media

- Interest -				- Importance -		
High	Medium	Low		High	Medium	Low
			1. This packet as a whole			
			2. The major concept in this packet			
			3. The activities in this packet			
			4. Situation 1			
			5. " 2			
			6. " 3			
			7. " 4			
			8. " 5			
			9. " 6			
			10. " 7			
			11. " 8			
			12. " 9			
			13. " 10			

	Very	Ade-quately	Not Very
14. How well did this packet meet your expectations?			
15. How well did this packet meet your needs?			
16. How successful do you feel you were with this packet?			
17. How clearly were the concepts and sub-concepts defined?			
18. How clear were the directions in this packet?			
19. How challenging were the activities for you?			
20. How conducive was this unipac to personal creativity?			
21. Was the feedback provided sufficient?			

22. Suggested changes: